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ABSTRACT

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Upholstery series is intended to accompany three dictionary booklets (available as CE 024 422, CE 024 423, and CE 024 424) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the thirteen lessons in this set. "Master" copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

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ED183854

# Upholstery Teacher's Manual

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## Project HIRE

CE 024 421

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# TEACHER'S MANUAL

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# TEACHER'S MANUAL

## I. INTRODUCTION

In our modern technological society, the beginning worker must master the core vocabulary of the job in order to communicate effectively with fellow workers, employers and customers. Many learning handicapped students have problems learning the language of the trade and thus may experience difficulty or even failure on the job. The purpose of this series of modules is to assist the learning handicapped student to master this core vocabulary.

The materials in this series were developed by interdisciplinary teams of vocational teachers, special education teachers and university faculty. The materials have been field-tested and refined. They are designed to help students who have learning problems master the core vocabulary of a specific vocational area. The modules are not intended to teach the student how to perform a task. They are meant to familiarize and reinforce the basic vocabulary taught in the trade. The words contained in each set of modules have been validated by a sample of employers on the following bases:

1. The words should be in frequent or moderate usage.
2. The words must be essential for job success for the beginning worker.

The modules are designed so that students, using the tapes that accompany each set, can work with minimal supervision, alone or in small groups. Each module is constructed so that it can be used by a resource room teacher who may have limited knowledge about the vocational area.

These materials are to be used as supplements to the on-going instruction in the vocational program.

The materials for each set of modules are:

1. Teacher's Manual which includes:
    a. Supplementary learning activities
    b. Progress checks
2. Three Picture Dictionary booklets, with accompanying tapes
3. Flash Cards

## II. QUESTIONS AND ANSWERS

| | |
|---|---|
| 1. When should the materials be used? | 1. To provide supplemental instruction for special needs students who are having difficulty with technical terminology. |
| 2. Do the materials include all the technical vocabulary in the trade? | 2. No. Vocabulary words are primarily for entry-level jobs. |
| 3. Do the materials teach a student how to perform a specific task? | 3. No. The materials do not teach process. The purpose is to give students additional instruction and understanding of vocabulary. |
| 4. Can a special education teacher use this series without special training? | 4. Yes. The series has been designed for regular, special and resource room teachers. |
| 5. How do I begin? | 5. Familiarize yourself with the materials. Then pretest. Select the appropriate booklet. Assist student with Lesson 1. Most students can work alone with minimum assistance. |
| 6. What extra materials will I need? | 6. A cassette tape player. All other materials are provided in the packet. |
| 7. Can this series be used for group instruction? | 7. The materials will work best if used by students working individually or in small groups. |
| 8. Can I alter the recommended sequence? | 8. Yes, alteration of the sequence to individualize instruction is appropriate. |

| | |
|---|---|
| 9. How about evaluation? | 9. Activity sheets are included at the end of each lesson. Progress checks are also included for each lesson. |

## III. STUDENT OUTCOMES

This series is designed to maximize success and minimize failure. Students should not be penalized for requiring numerous trials in order to reach the established criterion of 100% correct on the activity checks. Some students will master the individual lessons in one or two trials. Others will require more trials to criterion. REMEMBER, these materials were designed to help every student reach mastery!

After completing the series, the student should be able to:

1. Match each word/illustration to the appropriate definition.
2. Match each illustration to its appropriate definition.
3. Match each illustration to the appropriate word.

## IV. CORE VOCABULARY

The following pages contain an alphabetized list of the terms in this series.

## V. TEACHING SUGGESTIONS

### A. Explanation

The materials prepared for these units have been designed to take advantage of certain principles of learning that are well known to teachers. Among principles used in preparation for these materials are:

1. Learning is faster if materials are meaningful to students.
2. Learning is maintained best if learned material is used soon after it is learned.
3. For facts, learning is faster and better retained if practice is distributed during the learning time (rather than "crammed.")

# UPHOLSTERY

## Alphabetical Index

| Vocabulary Word | Book | Page |
|---|---|---|
| anchor | I | 51 |
| awl | I | 4 |
| blind stiching | III | 118 |
| blind tacking | III | 117 |
| building square | II | 98 |
| burlap | I | 53 |
| C-clamp | I | 20 |
| cambric | III | 122 |
| cane | I | 5 |
| centering | I | 54 |
| chalking | II | 102 |
| claw tool | I | 56 |
| coconut fibre | II | 68 |
| cotton batts | II | 75 |
| curved needle | II | 69 |
| cusion seam stretcher | III | 121 |
| cutting table | II | 104 |
| dacron | II | 76 |
| dixie twine | II | 72 |
| dowel | I | 21 |
| dowel jig | I | 22 |
| dry run | I | 26 |
| favric plan | II | 99 |
| final cover | II | 95 |
| finish | II | 77 |
| fitting | III | 124 |
| flat blade screwdriver | I | 23 |
| flat finish | II | 93 |
| flax twine | I | 2 |
| foam cenent | II | 64 |
| foam folding | III | 123 |
| foot | III | 115 |
| foundation | I | 27 |
| glue brush | I | 18 |
| hand cane | I | 10 |
| hand-gloss | II | 83 |
| hand weave | I | 15 |
| hide glue | I | 28 |
| high-gloss finish | II | 91 |
| hold fast nail | I | 49 |
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| location | I | 40 |
| loose filling | II | 60 |
| magnetic hammer | I | 45 |
| match | III | 105 |
| miter | I | 58 |
| moss | II | 65 |
| muslin | II | 75 |
| no-sag clip | I | 48 |
| no-sag spring stretcher | I | 47 |
| no-sag springs | I | 46 |
| nuo web | I | 38 |
| nylon twine | III | 120 |
| palm fibre | II | 67 |
| phillips screwdriver | I | 24 |
| pin tack | III | 111 |
| pipe clamp | I | 19 |
| pleat | I | 55 |
| porch cane | I | 12 |
| pressing | I | 14 |
| pull cloth | III | 110 |
| pumice | II | 81 |
| rattan | I | 11 |
| regulator | II | 63 |
| roll edge | I | 57 |
| rubber mallet | I | 31 |
| rubberized curled hair | II | 66 |
| rush cane | I | 13 |
| sand | II | 82 |
| sandpaper | II | 80 |
| satin finish | II | 92 |
| seam | III | 109 |
| seat weaving | I | 16 |
| shears | I | 41 |
| shellac | II | 87 |
| solid filling | II | 61 |
| splice | I | 3 |
| spline | I | 9 |
| spray gun | II | 94 |
| spring twine | I | 50 |
| square point knife | I | 29 |
| squaring | II | 100 |
| stain | II | 88 |
| stain pad | II | 89 |
| staple gun | I | 43 |
| steel wool | II | 79 |
| straight edge | II | 97 |
| straight needle | I | 52 |
| strip | II | 78 |
| stuffing | II | 59 |
| stuffing rod | II | 62 |
| tack | I | 42 |
| tacking | I | 44 |
| tackstrip | I | 30 |
| tacking tape | III | 119 |
| tailor's chalk | II | 101 |
| tape measure | I | 17 |
| tapering | II | 103 |
| taut | III | 106 |
| tenso band | I | 36 |
| tenso band stretcher | I | 37 |
| trim | III | 108 |
| turpentine | II | 90 |

UPHOLSTERY Alphabetical Index

| Vocabulary Word | Book | Page |
|---|---|---|
| unavoidable waste | III | 107 |
| undercover | II | 73 |
| varnish | II | 86 |
| vinyl | II | 96 |
| web cane | I | 7 |
| webbing pliers | I | 35 |
| webbing stretcher | I | 34 |
| welt | III | 112 |
| welt cord | III | 112 |
| welt foot | III | 113 |
| welt stick | III | 114 |
| wood chisel | I | 1 |
| wood peg | I | 6 |
| wood rasp | I | 25 |
| wood wedge | I | 8 |
| yard stick | I | 32 |

4. Correct practice on recently learned materials increases retention.
5. Clustering facts to be learned improves retention.
6. Sequencing of materials to be learned improves learning speed; easy material first and difficult material later.
7. Overlearning (review) helps retention.
8. Knowing a part of the task prior to attempting the entire task can aid students to learn.

B. Procedures for Use of Materials

Because the materials have been developed with the principles cited above, it is requested that teachers use them as designed. Changes such as using Module II before Module I are appropriate if such change provides better coordination with vocational instruction. Using a part of Module I and a part of Module II, and selecting parts of workbooks to go with selections would not be appropriate, even if the teacher believed the student already knew some of the vocabulary items in a particular module; it is important for the student to find some of the words "too easy" along with the "too hard" ones; this can keep the student at work on a task that might otherwise be abandoned as too difficult. Furthermore, practice on materials the student already knows can aid in ensuring retention.

C. Steps in Using Materials

1. Getting the Student Started
    a. Make sure the tabs at the top of the cassette tape are punched out to prevent accidental erasure.
    b. Take the students to a table in a quiet area with the tape recorder, the flashcards, and the picture dictionary book(s).

c. Be sure that the student knows: (1) how to insert the tape; (2) how to follow directions that are written in the dictionary and provided on the tape, and (3) how to use the small book. Show the student the box of flashcards so that they can be used when needed.

2. Explanations to Student

   a. Keep them at a minimum. Simply say in your own words that these materials are designed to help students learn technical vocabulary.

   b. Let the student know that you are aware that some words will be "too easy" and some "hard" but that you expect all to be done.

   c. During the first session for each student, observe for a few minutes to ensure that the student does not fail because of misunderstanding of the simple procedures for using the materials.

3. Letting Student Study

   Go about one or more of your other numerous tasks until the student comes to tell you the words are learned.

4. Activity Sheets

   a. Make sure the student understands how to do the ACTIVITY. After the explanation, the student should complete the pages ALONE without any help from you or the other students.

   b. Check the student's ACTIVITY sheets. If the score is 100% correct, go to 4c below. If the score is less than 100% correct, ask the student to use the tape and booklet again, doing the flashcards again also.

c. If the student was 100% correct on the ACTIVITY, give the CHECK UP sheets for the relevant lessons. Make sure student understands the directions. Again, students should work ALONE.

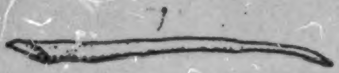
d. With the student watching, correct any errors on the CHECKUP SHEETS. Scores should be almost all correct if the ACTIVITY was 100% correct. If there is still trouble, the student probably needs to review the tape/booklet materials some more and then take the CHECKUP again.

# ANSWER KEYS
# TO
# ACTIVITY PAGES

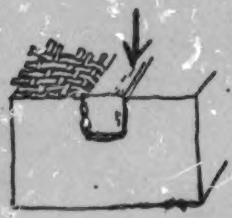
UPHOLSTERY I
Activity 1
Lesson 1

Name ______________________ Date ______________________

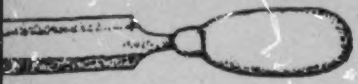
Match the picture and the meaning. Put the right number on the line beside the meaning.



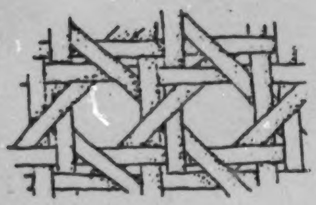
1. cane



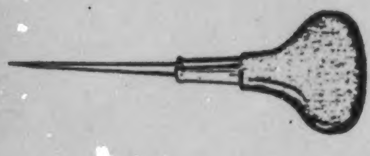
2. spline



3. wood chisel



4. web cane



5. awl

4 Cane that is woven by machines.

3 This is used to split wood.

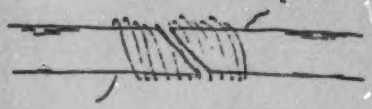
1 A dried plant that comes in long, very thin strips.

5 It has a sharp point used to punch holes.

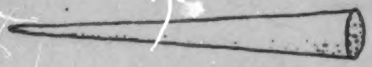
2 A long strip of wood used to fasten web cane to a frame.

## Activity 1 (page 2)

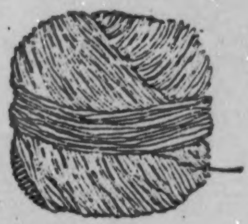
Name ______________________ Date ______________________



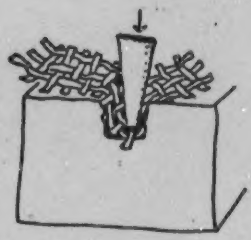
6. splice



7. wood peg



8. flax twine



9. wood wedge

9 A piece of wood used to press cane into the frame.

8 This is sometimes called Twine 252.

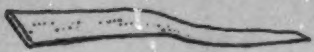
7 A stick of wood used to hold strips of cane while you weave.

6 To join two objects together with twine.

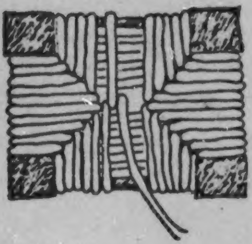
UPHOLSTERY I
Activity 2
Lesson 2

Name ______________________________ Date ______________________________

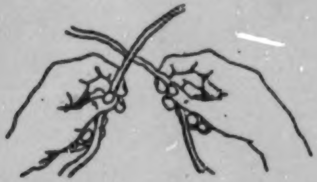
Match the picture and the meaning. Put the right number on the line beside the meaning.



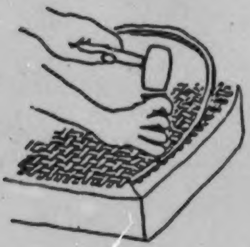
1. porch cane



2. seat weaving



3. hand cane



4. pressing

__4__ Putting web cane on chairs and sofas.

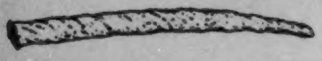
__3__ Long strips of cane that you weave by hand.

__1__ Cane made from paper or rattan.

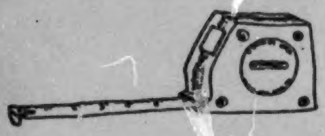
__2__ Using porch or rush cane to weave chair seats and backs.

Activity 2 (page 2)

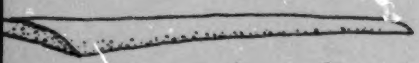
Name ______________________ Date ______________________



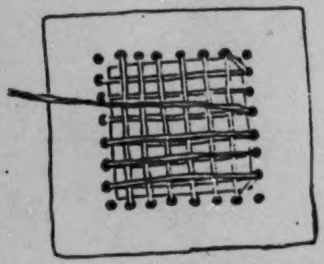
5. rush cane



6. tape measure



7. rattan



8. hand weave

7 A thin strip of cane.

5 Cane made of paper that is twisted like a rope.

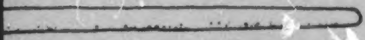
8 To weave cane into chair seats and backs.

6 This shows how long something is.

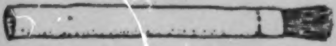
## UPHOLSTERY I
### Activity 3
### Lesson 3

Name ____________________ Date ____________________

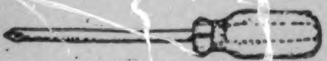
Match the picture and the meaning. Put the right number on the line beside the meaning.



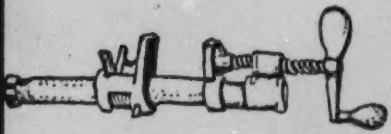
1. dowel



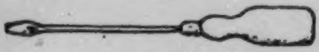
2. glue brush



3. phillips screwdriver



4. pipe clamp



5. flat blade screwdriver

4 Used to hold parts of wood, metal or plastic together.

1 A long, round stick used to connect two pieces of wood.

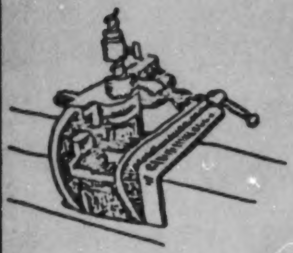
2 A brush used to put glue on frames.

3 It has an "X" shaped tip and is used to turn screws.

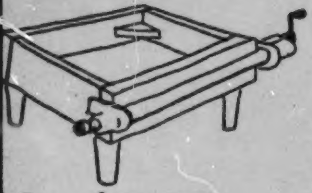
5 It has a flat end and turns screws.

## Activity 3 (page 2)

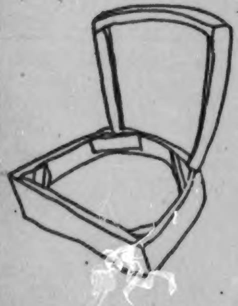
Name ______________________ Date ______________________



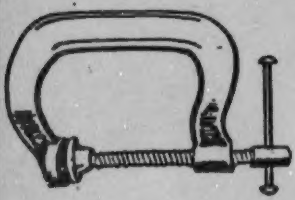
6. dowel jig



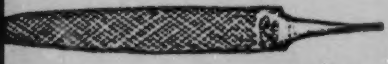
7. dry run



8. foundation



9. "C" clamp



10. wood rasp

9 Shaped like the letter "C" and used to hold parts together.

8 The main bottom part of the furniture.

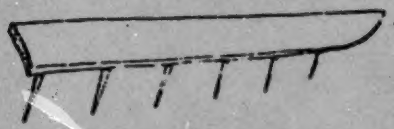
6 A clamp used as a guide when drilling holes.

10 A nail with a rough surface used to smooth wood.

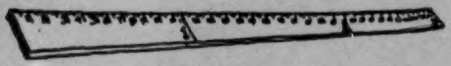
7 Putting furniture parts together to see if they fit.

## Activity 3 (page 3)

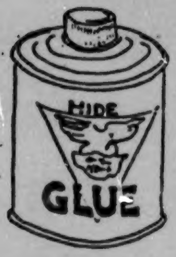
Name ______________________ Date ______________________



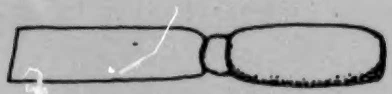
11. tackstrip



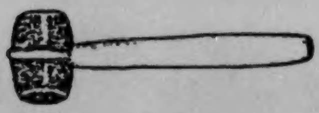
12. yardstick



13. hide glue



14. square point knife



15. rubber mallet

14 This is used to cut cloth.

13 A very strong yellow glue.

15 A hammer used to pound tackstrips.

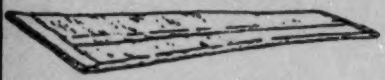
11 A long strip of cardboard with tacks used to fasten cloth to a frame.

12 This is used to measure cloth.

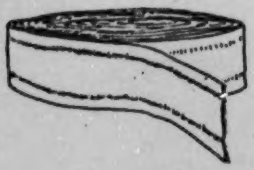
## UPHOLSTERY I
### Activity 4
### Lesson 4

Name ______________________________ Date ___________________________

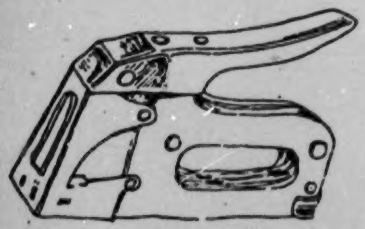
Match the picture and the meaning. Put the right number on the line beside the meaning.



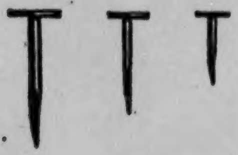
1. tenso band



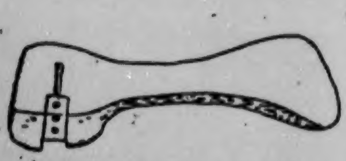
2. jute webbing



3. staple gun



4. tack



5. tenso band stretcher

__5__ A hammer with a long thin handle used to stretch tenso band.

__3__ An air power tool that shoots staples.

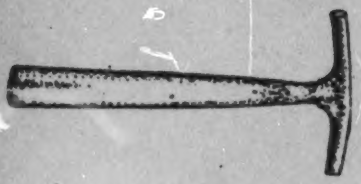
__1__ Flat steel webbing used to weave sofas and chairs.

__4__ A small nail with a sharp point and a flat head.

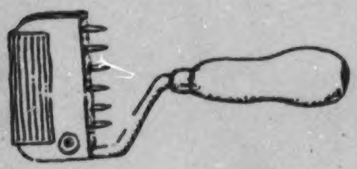
__2__ It comes in flat rolls and is used to weave furniture.

# Activity 4 (page 2)

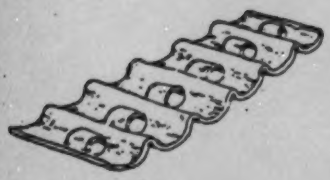
Name ______________________ Date ______________________



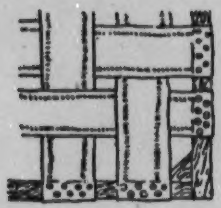
6. magnetic hammer



7. webbing stretcher



8. nuo web



9. location

7 It pulls the webbing over the opening of a frame.

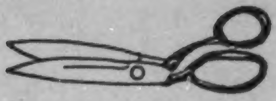
9 The place where each webbing strip is put on a frame.

6 A hammer used when hitting tacks into wood.

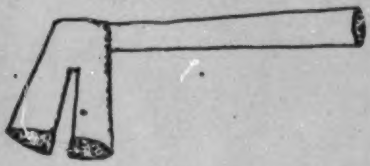
8 Curvy steel webbing that is covered with tape and used to weave sofas and chairs.

## Activity 4 (page 3)

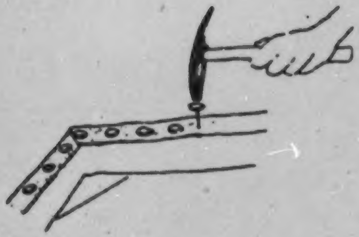
Name ______________________ Date ______________________



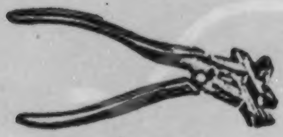
10. shears



11. nuo web stretcher



12. tacking



13. webbing pliers

11 It has a "T" shaped head that is used to stretch webbing over the opening of a frame.

10 Large scissors with straight blades.

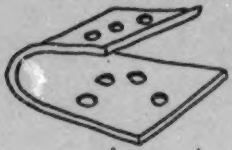
13 Used to stretch nuo web across an open frame.

12 Fastening cloth to furniture with tacks or staples.

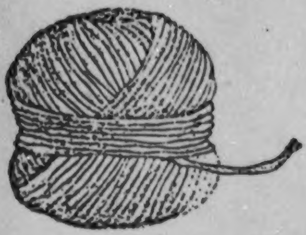
UPHOLSTERY I
Activity 5
Lesson 5

Name ______________________ Date ______________________

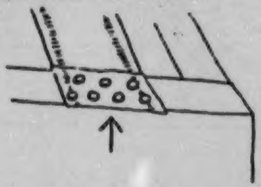
Match the picture and the meaning. Put the right number on the line beside the meaning.



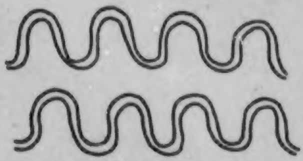
1. no-sag clip



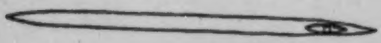
2. spring twine



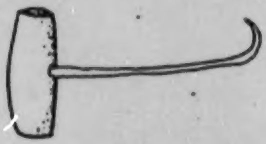
3. anchor



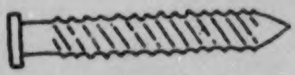
4. no-sag springs



5. straight needle



6. no-sag spring stretcher



7. hold-fast nail

__5__ A needle with a round point.

__6__ A bar with a long hooked handled used to pull no-sag springs across the frame.

__7__ A screw with a flat head.

__1__ A small bent piece of metal used to attach no-sag springs to frames.

__2__ A thick, strong string used to tie down springs on furniture.

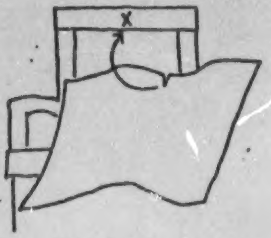
__4__ They are sometimes called zig-zag springs.

__3__ To hold fabric to a frame with staples, nails or tacks.

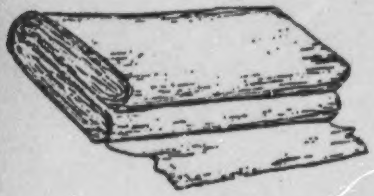
# UPHOLSTERY I
## Activity 6
## Lesson 6

Name ______________________ Date ______________________

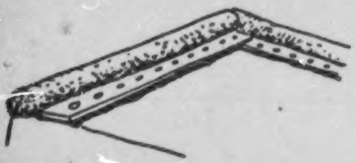
Match the picture and the meaning. Put the right number on the line beside the meaning.



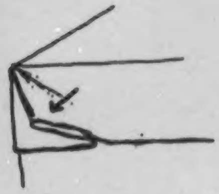
1. centering



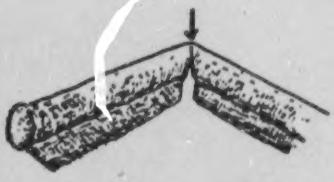
2. burlap



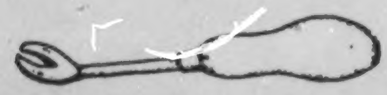
3. roll edge



4. pleat



5. miter



6. claw tool

__4__ To make a neat fold in cloth so that it fits the corners of furniture.

__6__ A tool used to remove tacks from furniture.

__1__ Matching the middle of the frame with the middle of the fabric.

__2__ A rough cloth used to cover springs on furniture.

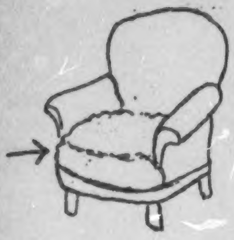
__5__ Fold one part of fabric over another to make a tight corner.

__3__ A long strip of burlap used to cover the sharp edges of wood.

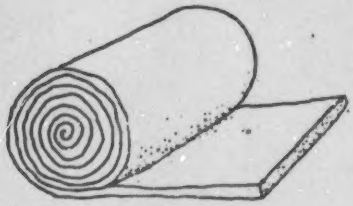
UPHOLSTERY II
Activity I
Lesson [illegible]

Name ______________________________ Date ___________________________

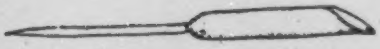
Match the picture and the meaning. Put the right number on the line beside the meaning. The first one is done for you.



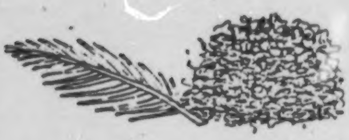
1. stuffing



2. solid filling



3. regulator



4. palm fibre

5. stuffing rod

4 Palm tree leaves made into loose filling.

5 A long stick used to push stuffing into hard-to-reach places.

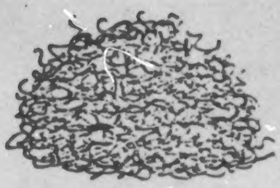
1 It is sometimes called filler.

2 Stuffing bought in rolls or sheets.

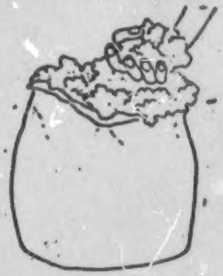
3 This is used to smooth loose stuffing.

Activity 7 (page 2)

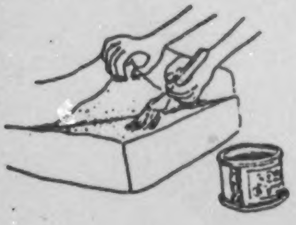
Name ______________________ Date ______________________



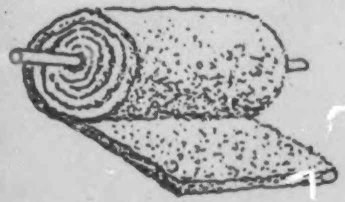
6. moss



7. loose filling



8. foam cement



9. rubberized curled hair

7 Stuffing that can be used by the handfuls.

6 A black, loose filling.

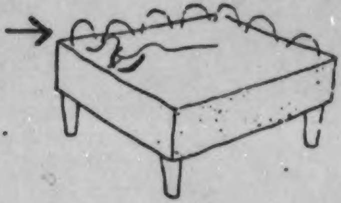
9 Hog hair covered with rubber used as a filling.

8 Glue used on foam or cloth.

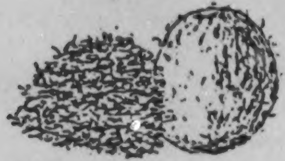
# UPHOLSTERY II
Activity 8
Lesson 8

Name ______________________ Date ______________________

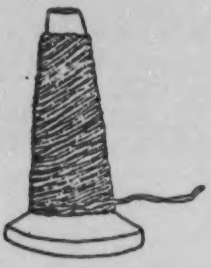
Match the picture and the meaning. Put the right number on the line beside the meaning.



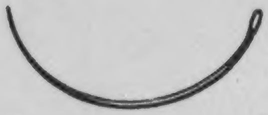
1. bridle



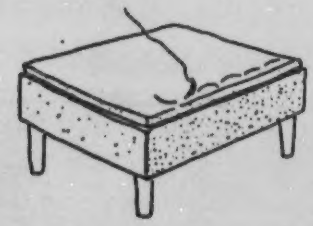
2. coconut fibre



3. dixie twine



4. curved needle



5. lace

5 To sew solid filling to the inside of furniture.

4 A bent needle

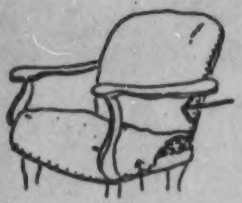
2 To sew loose filling to the inside of furniture.

3 A thin yellow or white string.

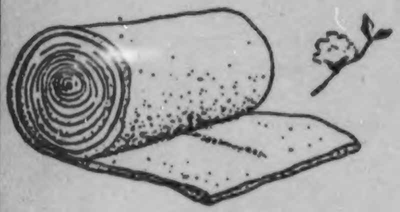
2 Coconut shells used to make loose filling.

## Activity 8 (page 2)

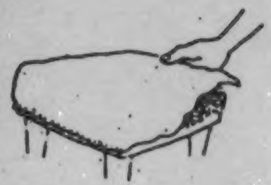
Name ______________________ Date ______________________



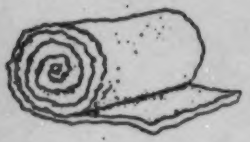
6. undercover



7. cotton batts



8. muslin



9. dacron

8 This cotton cloth is used as an undercover.

9 Man-made white filling.

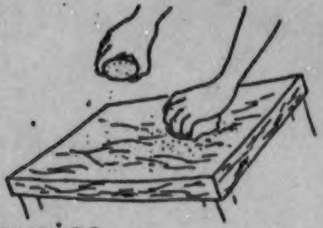
6 The cloth that goes over the filling.

7 Cotton used over the undercover.

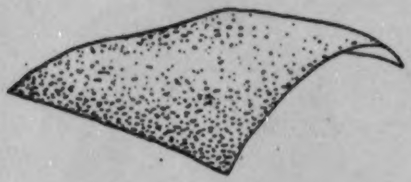
# UPHOLSTERY II
Activity 9
Lesson 9

Name ______________________ Date ______________________

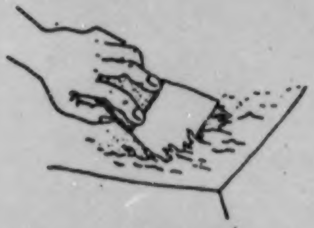
Match the picture and the meaning. Put the right number on the line beside the meaning.



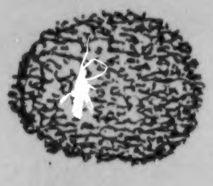
1. pumice



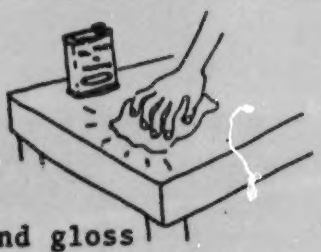
2. sandpaper



3. strip



4. steel wool



5. hand gloss

4 Steel wires used to rub wood smooth.

1 Powder mixed with oil and used to sand wood.

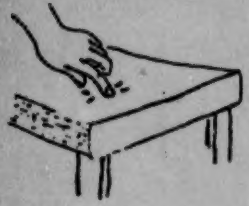
5 An oil used as a wood finish.

2 Rough paper used to smooth wood.

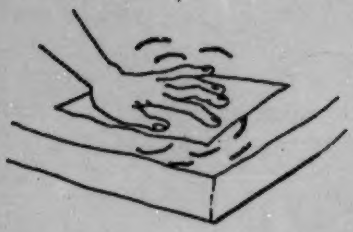
3 Remove old finish from wood.

## Activity 9 (page 2)

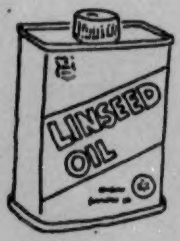
Name ____________________ Date ____________________



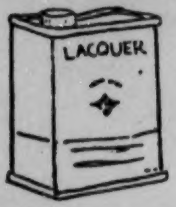
6. finish



7. sand



8. linseed oil



9. lacquer

__9__ A wood finish that dries the fastest.

__8__ Furniture oil made from a plant.

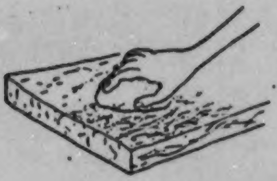
__6__ Paints or coatings used to protect wood.

__7__ You do this to make wood smooth.

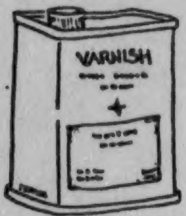
UPHOLSTERY II
Activity 10
Lesson 10

Name ______________________ Date ______________________

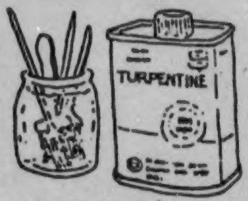
Match the picture and the meaning. Put the right number on the line beside the meaning.



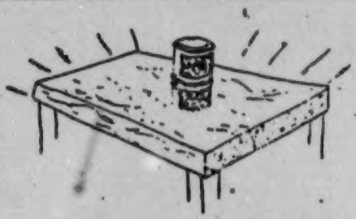
1. stain



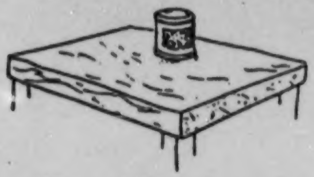
2. varnish



3. turpentine



4. high-gloss finish



5. flat finish

3 A liquid used to clean paints and oils from brushes.

4 A very shiny finish.

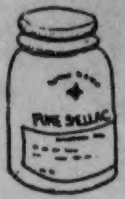
5 A dull wood finish that gives no shine.

2 A finish that takes a long time to dry.

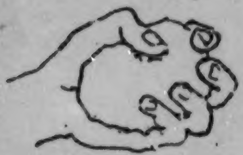
1 To put a color into the wood.

## Activity 10 (page 2)

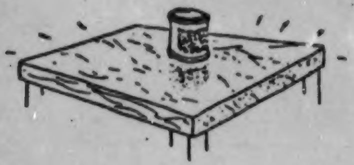
Name ______________________ Date ______________________



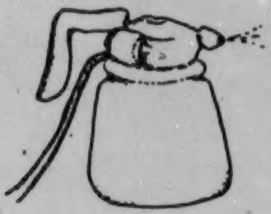
6. shellac



7. stain pad



8. satin finish



9. spray gun

8 A wood finish that gives a little shine.

6 A fast-drying finish.

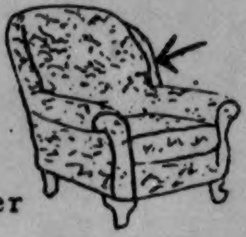
9 This puts paint or other finishes on furniture.

7 A cloth used to put stains on wood.

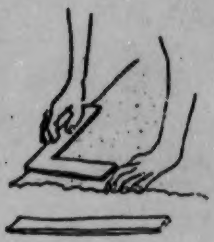
# UPHOLSTERY II
## Activity 11
## Lesson 11

Name ____________________ Date ____________________

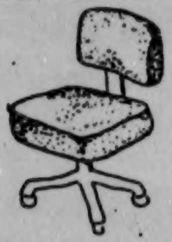
Match the picture and the meaning. Put the right number on the line beside the meaning.



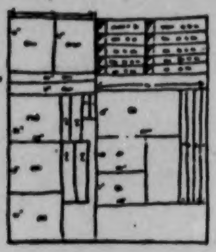
1. final cover



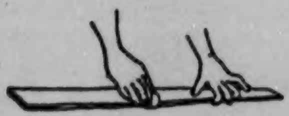
2. squaring



3. vinyl



4. fabric plan



5. straight edge

5 You use this to draw straight lines.

4 A drawing on paper of the final cover pieces.

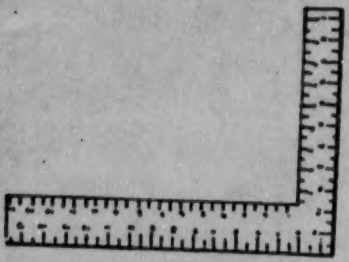
2 To make the end of the final cover straight.

1 The outer fabric on the furniture.

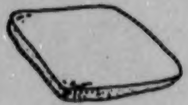
3 A man-made covering that looks like leather.

## Activity 11 (page 2)

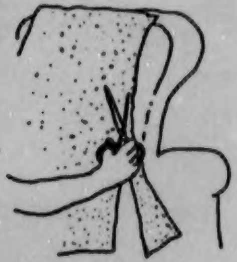
Name ______________________ Date ______________________



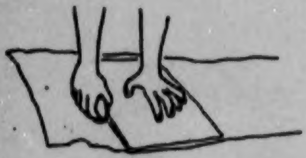
6. building square



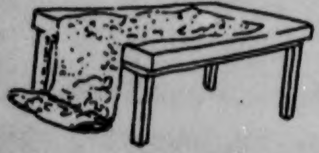
7. tailor's chalk



8. tapering



9. chalking



10. cutting table

9 Drawing lines on the final cover with tailor's chalk.

8 Cutting final cover to fit seats and backs.

6 This is used to measure corners on furniture.

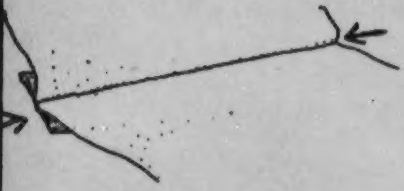
10 Table used for cutting final cover.

7 Chalk used to mark cloth.

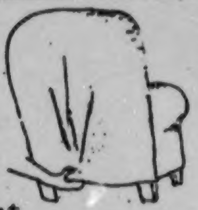
UPHOLSTERY III
Activity 12
Lesson 12

Name ______________________ Date ______________________

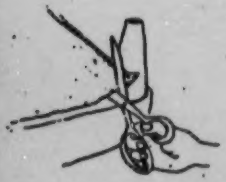
Match the picture and the meaning. Put the right number on the line beside the meaning. The first one is done for you.



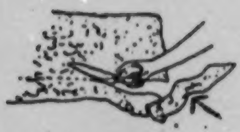
1. seam



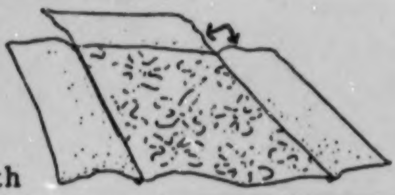
2. taut



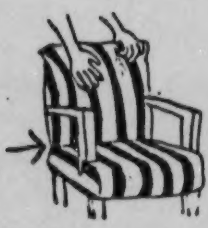
3. trim



4. unavoidable waste



5. pull cloth



6. match

5 This is sometimes called a flyer.

1 The line where two pieces of fabric are sewn together.

6 Placing pieces of final cover so that the pattern fits together.

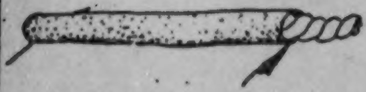
2 Material pulled so that it is tight on a frame.

3 Cut away, unavoidable waste on the frame.

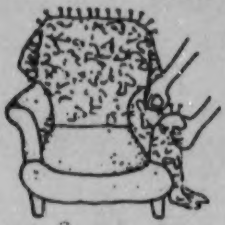
4 Fabric that is left over after trimming.

Activity 12 (page 2)

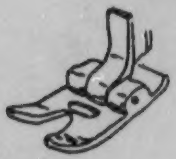
Name ______________________ Date ______________________



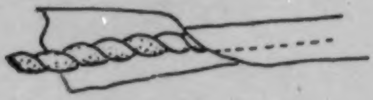
7. welt



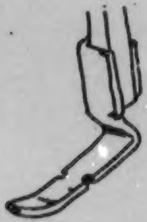
8. pin tack



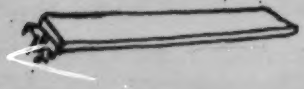
9. foot



10. welt cord



11. welt foot



12. welt stick

__11__ This foot is used to sew welts.

__9__ Part on sewing machine that holds cloth while you sew.

__12__ A bar used to measure final cover of welts.

__8__ This is sometimes called a skip tack.

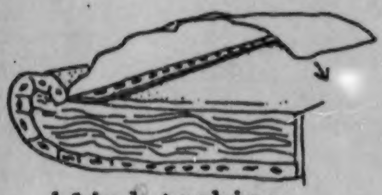
__10__ String sewn inside fabric to make welt.

__7__ A cord covered with fabric.

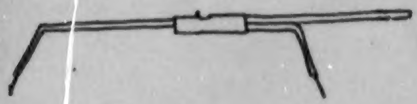
UPHOLSTERY III
Activity 13
Lesson 13

Name ______________________ Date ______________________

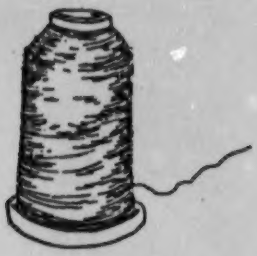
Match the picture and the meaning. Put the right number on the line beside the meaning.



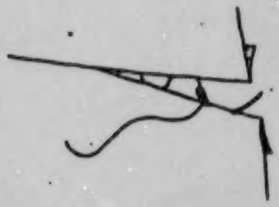
1. blind tacking



2. cushion seam stretcher



3. nylon twine



4. blind stitching

4 Stitches that are not seen.

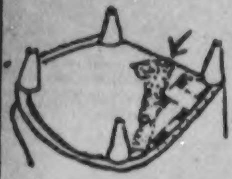
1 Putting in tacks so that they are not seen.

2 A rod with pins used to stretch open a seam.

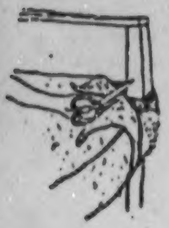
3 Thread used for blind stitching.

## Activity 13 (page 2)

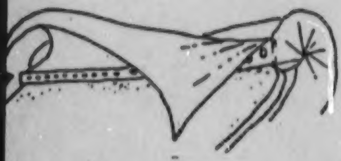
Name ______________________ Date ______________________



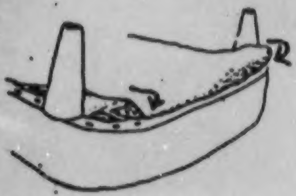
6. cambric



7. fitting



8. tacking tape



9. folding

8 Thin cardboard used to make the final cover lay flat.

9 You do this to extra fabric on a frame to make neat edges.

6 Cloth used to cover the bottom of furniture.

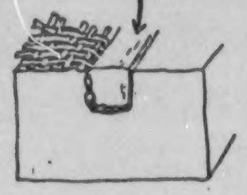
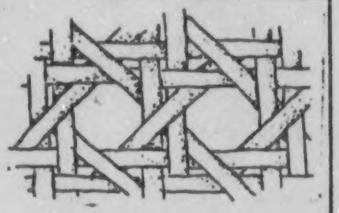
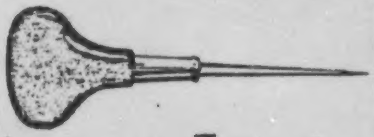
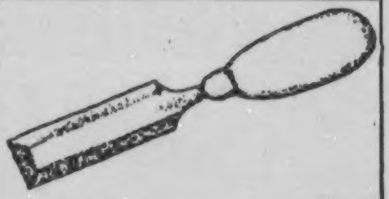
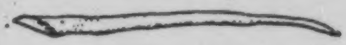
7 Cutting fabric so that it lays neatly against furniture legs.

# ANSWER KEYS
# TO
# CHECKUP ACTIVITIES

# UPHOLSTERY I
Checkup 1
Lesson 1

ame ______________________ Date ______________________

ut the number of the picture next to the word AND next to the meaning.
he first one is done for you.

| WORD | PICTURE | MEANING |
|---|---|---|
| 4 wood chisel | <br>1 | 5 A dried plant that comes in long very thin strips. |
| 3 awl | <br>2 | 1 A long strip of wood used to fasten web cane to a frame. |
| 5 cane | <br>3 | 4 A metal tool used to split wood. |
| 2 web cane | <br>4 | 3 This is used to punch holes. |
| 1 spline | <br>5 | 2 Cane that is woven by machines. |

## Checkup 1 (page 2)

ame ______________________ Date ______________________

**WORD**

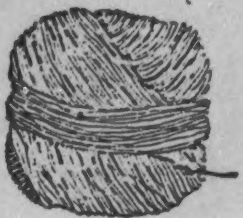
9 wood wedge

8 splice

6 flax twine

7 wood peg

**PICTURE**



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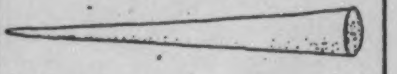

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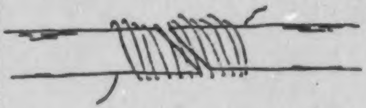
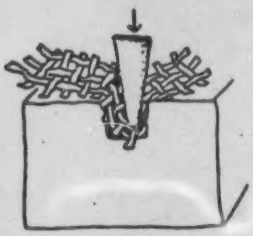


8



9

**MEANING**

7 This is used to hold strips of cane in place while you weave.

6 String used for sewing furniture.

9 A stick of wood used to press cane into the frame.

8 This means to join the ends of two objects together.

UPHOLSTERY I
Checkup 2
Lesson 2

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

**WORD**

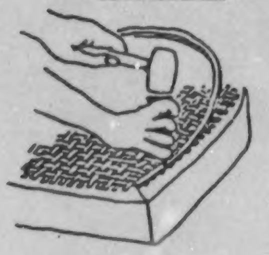
3 hand cane

4 porch cane

1 pressing

2 seat weaving

**PICTURE**



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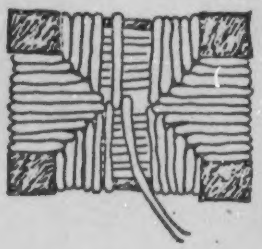
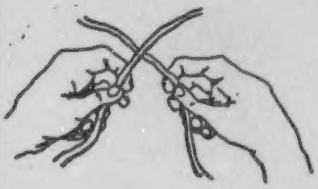
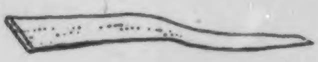


2



3



4

**MEANING**

2 Using porch or rush cane to weave chair seats.

3 Cane that you weave by hand.

4 Cane that is made from paper or rattan.

1 This means to put web cane on chairs.

## Checkup 2 (page 2)

ame ______________________ Date ______________________

**WORD**

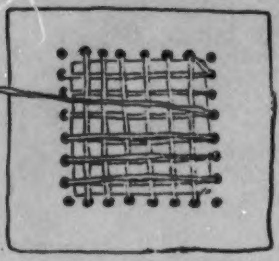
7 rattan

8 rush cane

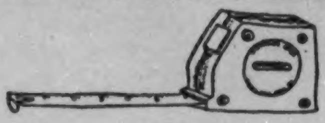
5 hand weave

6 tape measure

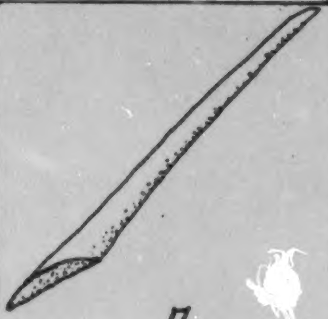
**PICTURE**



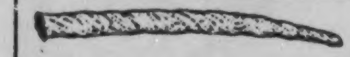
5



6



7



8

**MEANING**

6 This tells you how long something is.

7 A thin strip of cane.

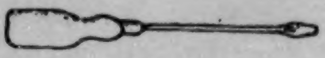
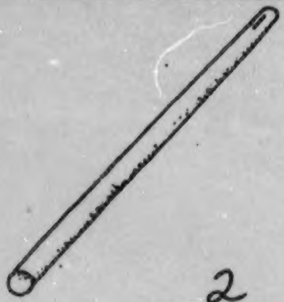
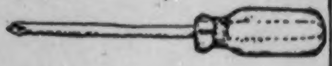
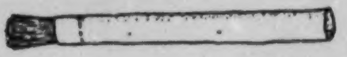
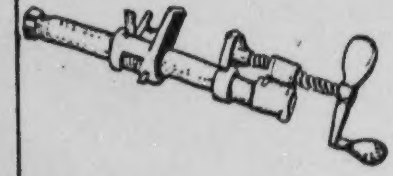
8 Cane made of paper that is twisted like a rope.

5 To weave cane into chair seats and backs.

## UPHOLSTERY I
## Checkup 3
## Lesson 3

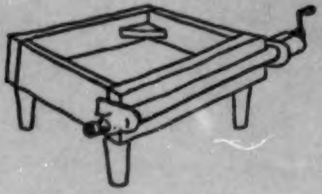
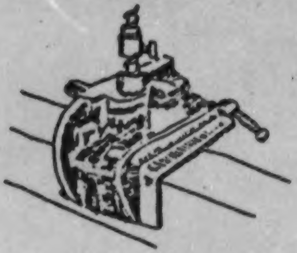
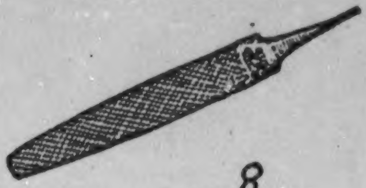
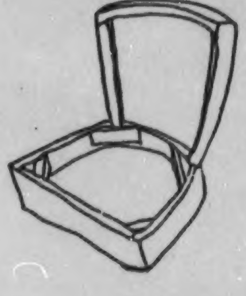
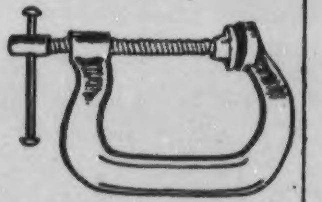
ame ______________________ Date ______________________

ut the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| 4 glue brush |  1 | 2 A long round stick used to connect two or more pieces of wood. |
| 5 pipe clamp |  2 | 3 This has an "X" shaped tip and is used to set screws into place. |
| 2 dowel |  3 | 4 A short thin brush used to put glue on frames. |
| 1 flat blade screwdriver |  4 | 5 This is used to hold parts of wood, metal or plastic. |
| 3 phillips screwdriver |  5 | 1 This has a flat end and is used to set screws into place. |

## Checkup 3 (page 2)

ame ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| 10 "C" clamp | <br>6 | 8 This is used to smooth wood. |
| 7 dowel jig | <br>7 | 9 The main bottom part of the furniture. |
| 8 wood rasp | <br>8 | 10 A clamp used to hold parts of wood, metal or plastic together. |
| 6 dry run | <br>9 | 7 A clamp used as a guide when drilling holes. |
| 9 foundation | <br>10 | 6 To put parts of furniture together to see that they fit. |

## Checkup 3 (page 3)

ame ____________ Date ____________

**WORD**

13 hide glue

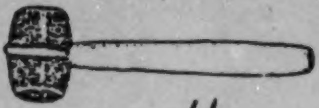
14 square point knife

12 tackstrip

11 rubber mallet

15 yardstick

**PICTURE**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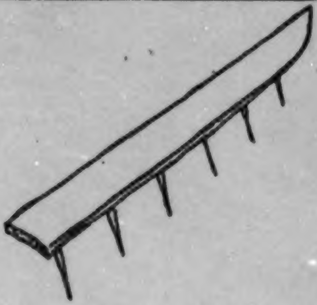
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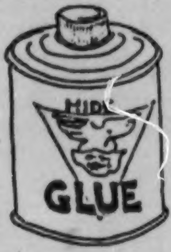

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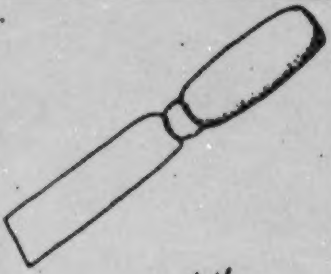
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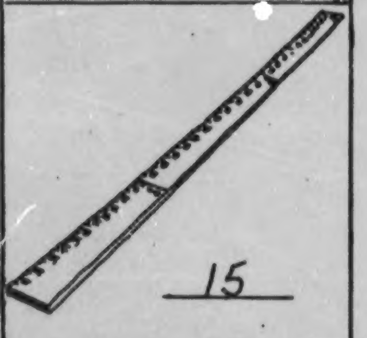

15

**MEANING**

12 Strip of cardboard with tacks used to fasten cloth to a frame.

11 A hammer used to pound tacks into wood.

14 This is used to cut cloth.

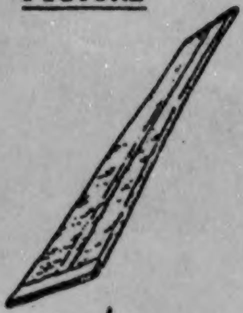
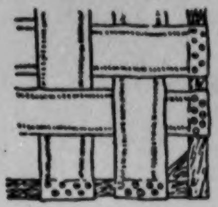
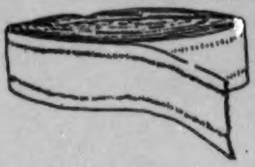
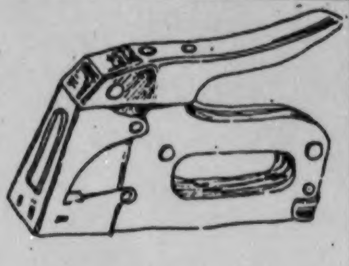
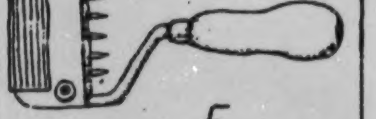
15 This is used to measure cloth and other things.

13 A very strong yellow glue.

# UPHOLSTERY I
Checkup 4
Lesson 4

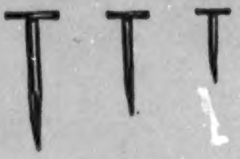
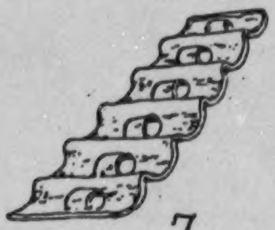
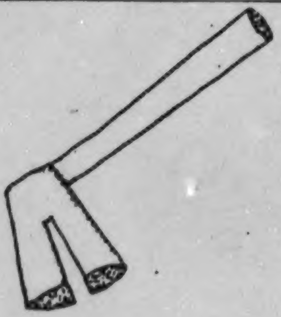
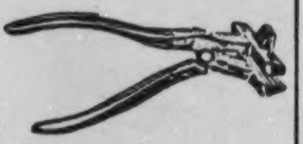
ame ______________________ Date ______________________

ut the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| 3 jute webbing | <br>1 | 2 The place where each webbing strip is put on a frame. |
| 5 webbing stretcher | | 3 It is flat on both sides and is used to weave furniture. |
| 1 tenso band | <br>2 | 4 An electric tool that shoots staples. |
| 2 location | <br>3 | 5 This is used to stretch webbing over the opening of a frame. |
| 4 staple gun | <br>4 | 1 Flat, steel webbing covered with tape. |
| | <br>5 | |

## Checkup 4 (page 2)

ame ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| 9 webbing pliers | <br>6 | 8 A small hammer with a long thin handle used to stretch tenso band. |
| 8 tenso band stretcher | <br>7 | 6 A small nail with a sharp point. |
| 6 tack | <br>8 | 7 Curvy steel webbing covered with tape. |
| 7 nuo web | <br>9 | 9 It has a "T" shaped head and is used to stretch webbing over a frame. |

## Checkup 4 (page 3)

ame ______________________ Date ____________________

**WORD**

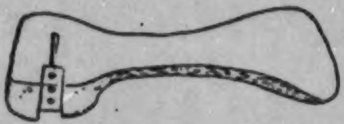
11 shears

10 nuo web stretcher

13 tacking

12 magnetic hammer

**PICTURE**



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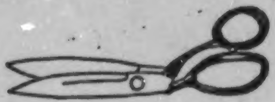

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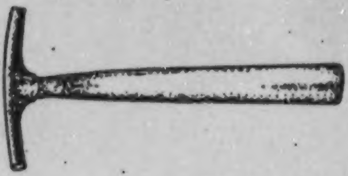

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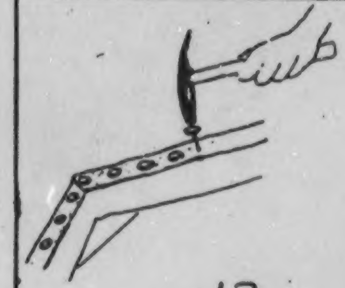


13

**MEANING**

13 Fastening cloth to furniture with tacks or staples.

12 A hammer used when hitting tacks into wood.

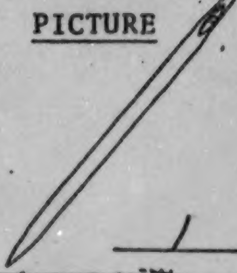
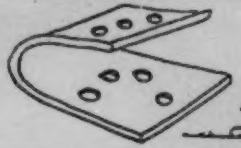
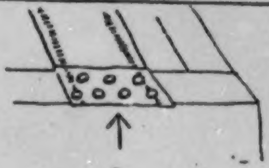
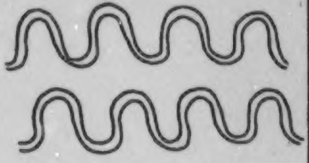
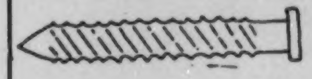
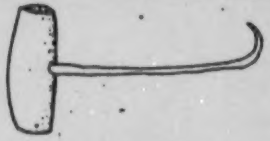
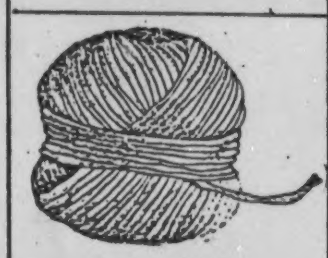
11 Large scissors with straight blades.

10 This is used to stretch nuo web across an open frame.

# UPHOLSTERY I
Checkup 5
Lesson 5

Name ______________________________ Date ______________________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| 4 no-sag springs |  1 | 3 This means to hold fabric to a frame with staples, nails or tacks. |
| 5 hold-fast nail |  2 | 2 A small, bent piece of metal used to attach no-sag springs to frames. |
| 6 no-sag spring stretcher |  3 | 4 They are sometimes called zig-zag springs. |
| 7 spring twine |  4 | 5 A screw with a flat head used to attach no-sag springs to frames. |
| 2 no-sag clip |  5 | 6 This is used to pull the no-sag spring tight across the frame. |
| 3 anchor |  6 | 1 A needle with a round point. |
| 1 straight needle |  7 | 7 A thick, strong string used to tie down springs. |

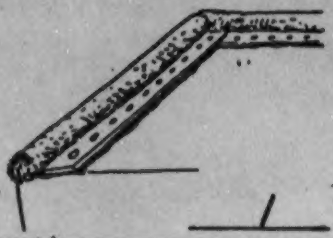
## UPHOLSTERY I
Checkup 6
Lesson 6

me ______________________ . Date ____________________

**WORD**

- 5 burlap
- 6 centering
- 2 pleat
- 3 claw tool
- 1 roll edge
- 4 miter

**PICTURE**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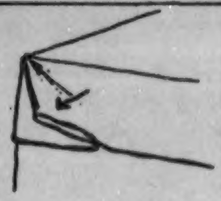
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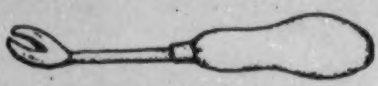
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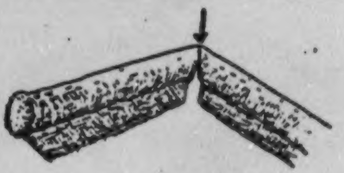
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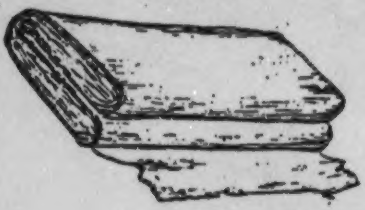
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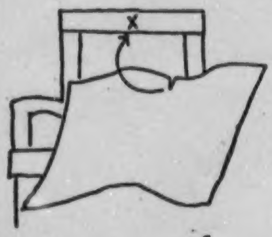

6

**MEANING**

- 3 A "V" shaped tool used to remove tacks from furniture.
- 4 Make a fold in cloth so that it fits the corners of furniture.
- 5 A rough cloth used to cover springs or furniture frames.
- 1 Strips of burlap used to cover sharp edges of wood.
- 6 To match the middle of the frame with the middle of the fabric.
- 2 To fold one part of fabric over another to make a tight corner.

## UPHOLSTERY II
Checkup 7
Lesson 7

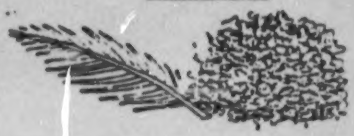
Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning. The first one is done for you.

**WORD**

- 5 stuffing
- 4 loose filling
- 2 solid filling
- 3 stuffing rod
- 1 palm fibre

**PICTURE**



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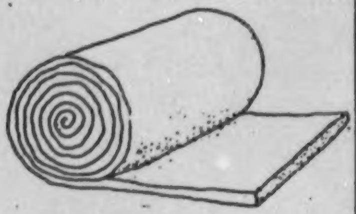

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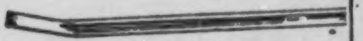

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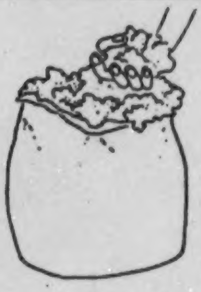

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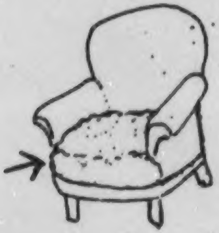


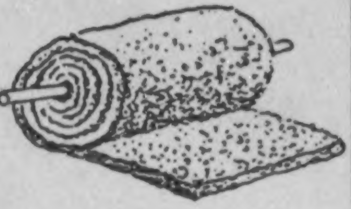
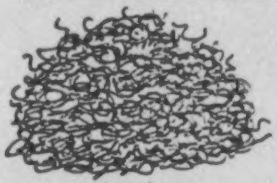
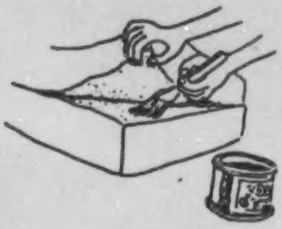
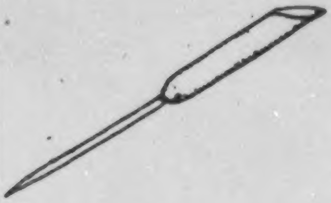
5

**MEANING**

- 2 Stuffing that comes in rolls or sheets.
- 3 This is used to push loose stuffing into hard-to-reach corners.
- 5 Filler that is put into chairs and sofas to make them soft.
- 1 A loose filling made from the leaves of palm trees.
- 4 Filling that can be taken in handfuls from a bag.

## Checkup 7 (page 2)

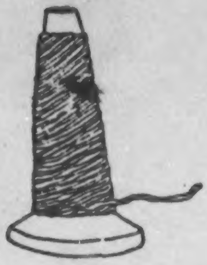
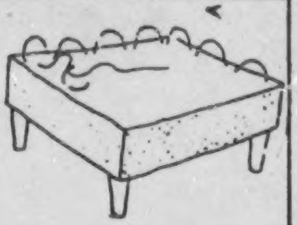
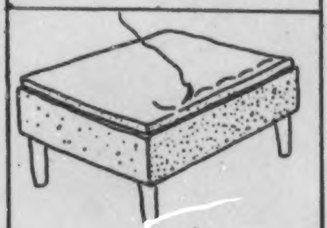
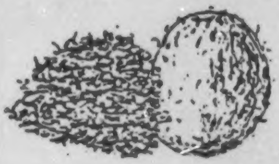
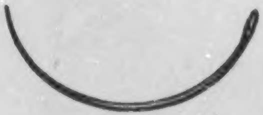
Name ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| 9 regulator | | 7 A black, loose filling. |
| 8 foam cement | <br>6 | 6 A solid filling made from hog hair that is sprayed with rubber. |
| 7 moss | <br>7 | 9 A big needle used to smooth the lumps in loose stuffing. |
| 6 rubberized curled hair | <br>8 | 8 Yellow glue used to hold foam or cloth in place. |
| | <br>9 | |

# UPHOLSTERY II
## Checkup 8
## Lesson 8

Name ______________________________ Date ______________________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| 4 coconut fibre |  1 | 2 To sew loose filling to the inside of furniture. |
| 2 lace |  2 | 1 A thin yellow or white string used to lace or bridle. |
| 1 dixie twine |  3 | 4 A loose filling made from the shell of coconuts. |
| 5 curved needle |  4 | 3 To sew solid fillings to the inside of furniture. |
| 3 bridle |  5 | 5 A needle that is bent for easy sewing. |

## Checkup 8 (page 2)

ame ____________________ Date ____________________

**WORD**

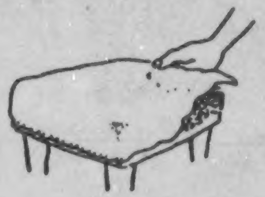
7 cotton batts

6 muslin

9 undercover

8 dacron

**PICTURE**



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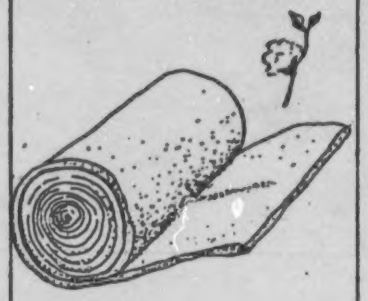

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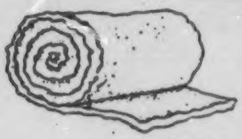

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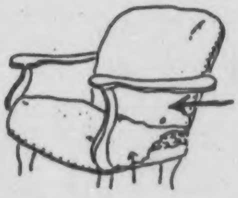


9

**MEANING**

9 Cloth that goes over the filling.

8 Man-made white filling.

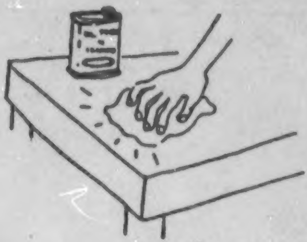
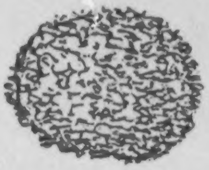
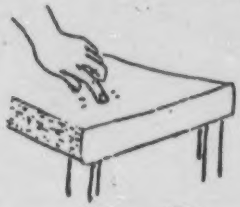
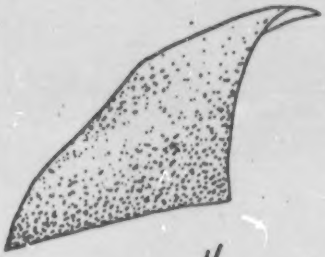
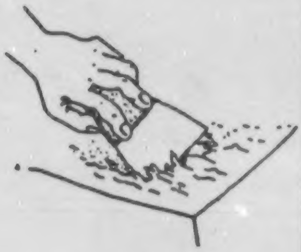
6 Thin cotton cloth used as an undercover.

7 White cotton used to hold filling in place.

# UPHOLSTERY II
Checkup 9
Lesson 9

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| 3 finish | <br>1 | 2 A pad of steel wires used to rub wood smooth. |
| 5 strip | <br>2 | 4 Rough paper used to rub wood smooth. |
| 2 steel wool | <br>3 | 3 Coatings used to protect wood. |
| 1 hand-gloss | <br>4 | 5 To remove the old finish from wood. |
| 4 sandpaper | <br>5 | 1 You hand rub this oil on wood. |

## Checkup 9 (page 2)

Name ____________________ Date ____________________

**WORD**

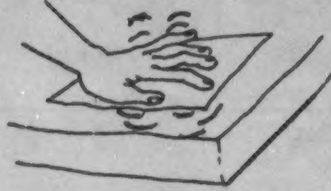
9 pumice

6 sand

8 linseed oil

7 lacquer

**PICTURE**



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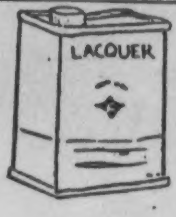

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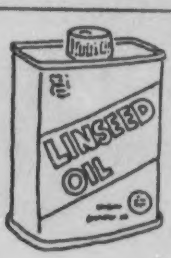

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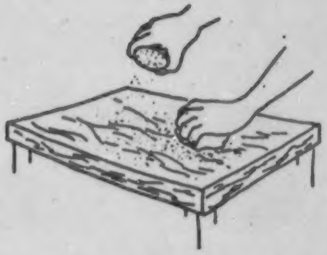


9

**MEANING**

8 Furniture oil made from a plant.

7 The fastest drying wood finish.

6 Using sandpaper to make wood smooth.

9 A powder mixed with oil used to sand wood.

### UPHOLSTERY II
### Checkup 10
### Lesson 10

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

**WORD**

3 varnish

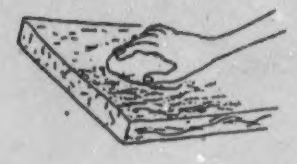
1 stain

4 shellac

2 satin finish

5 spray gun

**PICTURE**



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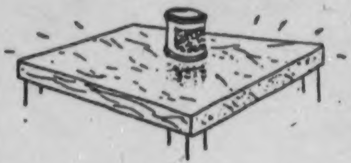

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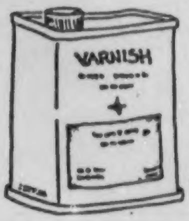

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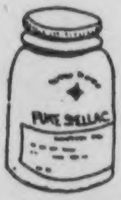

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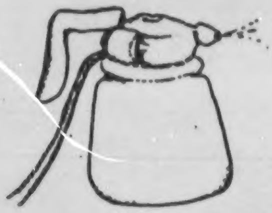


5

**MEANING**

2 A wood finish that gives a little shine.

5 This puts paint or other finishes on furniture.

3 A slow drying finish that goes into wood surfaces.

1 To put a color into the wood.

4 A fast drying finish that goes into wood surfaces.

## Checkup 10 (page 2)

Name ______________________ Date ______________________

**WORD**

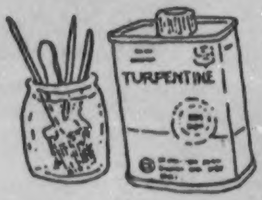
7 stain pad

6 turpentine

8 high-gloss finish

9 flat finish

**PICTURE**



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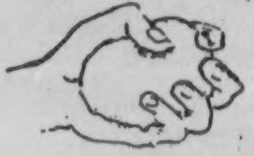

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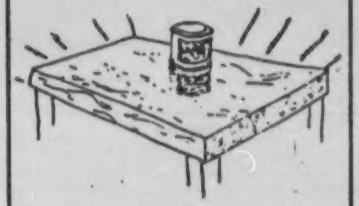

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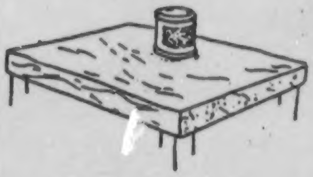


9

**MEANING**

8 A very shiny finish.

9 A dull wood finish that gives no shine.

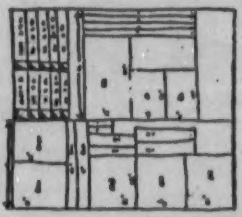
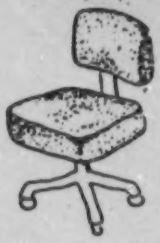
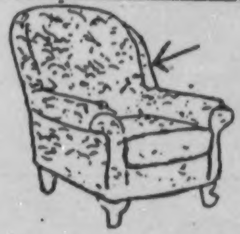
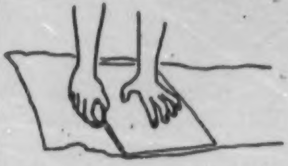
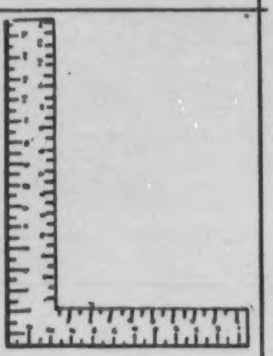
7 A cloth used to put stain on wood.

6 A liquid used to clean paints and oils from brushes.

UPHOLSTERY II
Checkup 11
Lesson 11

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| 2 vinyl |  1 | 5 An "L" shaped tool used to measure the corners of furniture. |
| 3 final cover |  2 | 4 Drawing lines on the final cover with tailor's chalk. |
| 5 building square |  3 | 3 The outer fabric on the furniture. |
| 1 fabric plan |  4 | 2 A man-made covering that looks like leather. |
| 4 chalking |  5 | 1 A drawing that tells you what fabric you need to cover furniture. |

# Checkup 11 (page 2)

Name ______________________ Date ______________________

**WORD**

7 straight edge

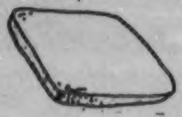
9 squaring

6 tailor's chalk

10 tapering

8 cutting table

**PICTURE**



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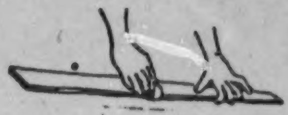

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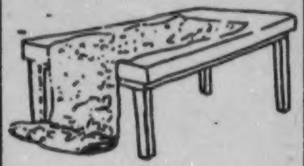

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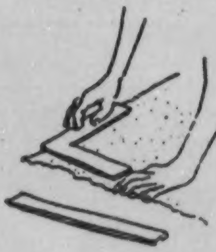

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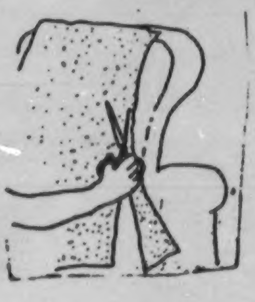


10

**MEANING**

9 To make the end of the final cover straight.

8 A table used for cutting out the final cover.

10 Cutting final cover to fit furniture that is both wide and narrow.

7 A flat bar used to draw straight lines.

6 A thin, flat stick of chalk used to mark on cloth.

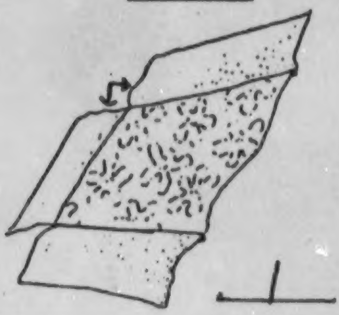
UPHOLSTERY III
Checkup 12
Lesson 12

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning. The first one is done for you.

| WORD | MEANING |
|---|---|
| 6 unavoidable waste | 2 Line where two pieces of fabric are sewn together. |
| 3 trim | 4 Pull final cover so that it is tight on the frame. |
| 5 match | 6 Left-over fabric after cutting and fitting. |
| 2 seam | 1 Extra fabric used to pull the final cover taut when tacking. |
| 4 taut | 5 Placing pieces of final cover so that the pattern fits together. |
| 1 pull cloth | 3 To cut away extra material. |

PICTURE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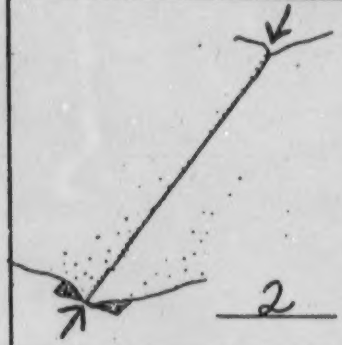
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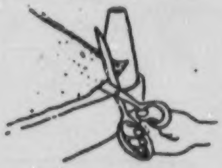
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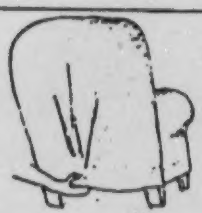
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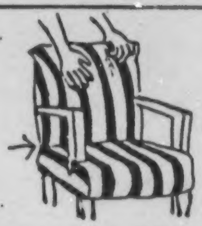
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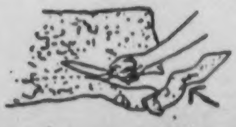

6

# Checkup 12 (page 2)

Name ____________________ Date ____________________

**WORD**

10 pin tack

11 welt stick

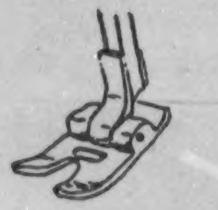
12 welt

7 foot

8 welt cord

9 welt foot

**PICTURE**



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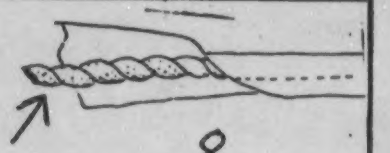

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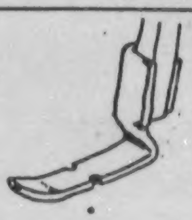

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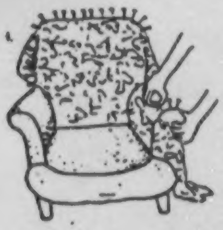

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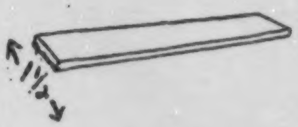
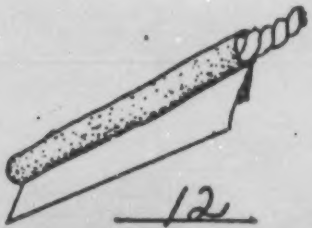


11



12

**MEANING**

11 You use this to measure the final cover for welt.

7 This holds cloth down while you sew on a sewing machine.

10 To tack the final cover to a frame to see how it fits.

9 A special foot used to sew welts.

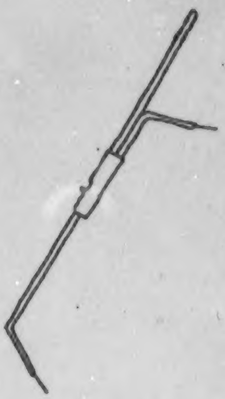
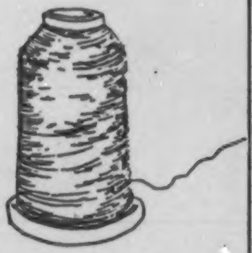
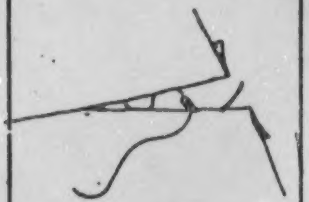
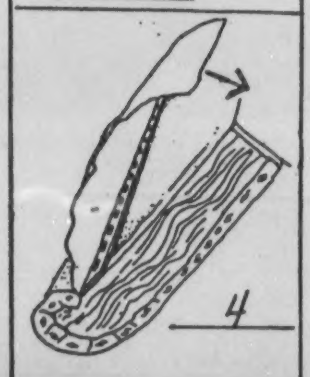
8 A cord that is covered with a long, narrow strip of fabric.

12 Soft, thick string used to make a welt.

## UPHOLSTERY III
Checkup 13
Lesson 13

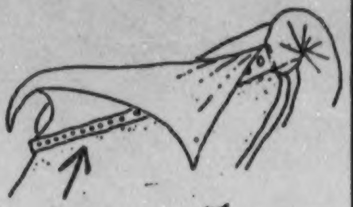
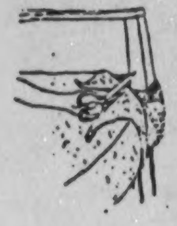
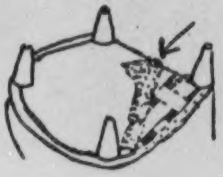
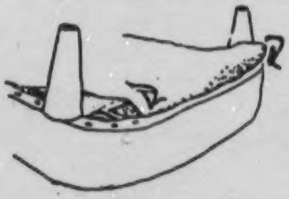
Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| 3 blind stitching |  1 | 1 This is used to stretch open a seam for easy blind stitching. |
| 2 nylon twine |  2 | 4 Putting in tacks so that they are not seen. |
| 4 blind tacking |  3 | 3 Hand-sewn stitches that are not seen. |
| 1 cusion-seam stretcher |  4 | 2 Strong thread used when blind stitching. |

## Checkup 13 (page 2)

Name ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| 5 tacking tape |  5 | 8 You do this to extra fabric on a frame to make neat edges. |
| 7 cambric |  6 | 5 Thin cardboard used to make the final cover lay flat. |
| 8 folding |  7 | 6 Cutting fabric so that it lays neatly against furniture legs. |
| 6 fitting |  8 | 7 Cotton cloth used to cover the bottom of furniture. |

# APPENDIX A

## PROJECT DESCRIPTION AND PERSONNEL

## Project HIRE

**PROJECT NUMBER:** 498AH70309

**PROJECT TITLE:** A Curriculum Management System for Instructing the Handicapped (Project HIRE)

**GRANT PERIOD:** August 15, 1977 to June 30, 1979

**PROJECT PERSONNEL:**

Dr. David C. Gardner, Director
Chairman, Department of Business and Career Education
Boston University

Dr. Grace Joely Cowan, Associate Director
Senior Research Associate, Department of Business and Career Education
Boston University

Dr. Sue Allen Warren, Project Psychologist
Chairman, Department of Special Education
Boston University

**UNIVERSITY STAFF:**

Robert Cunningham, Research Assistant
Sheila A. Glynn, Administrative Assistant
Kim R. Gordon, Senior Research Assistant
Jeanne M. Griffith, Secretary
Mary L. Higgins, Senior Research Assistant
David M. Smith, Research Assistant

**CURRICULUM TEAMS:**

Blue Hills Regional Vocational Technical High School
Sidney Barnsley
William J. Coughlan
Ronald F. Linari

Joseph P. Keefe Technical School
Robert Leonard
James Lynch
Stephen J. McIntosh
William A. Walden, Sr.

Minuteman Regional Vocational Technical School
Janis Broskie
Helen T. Gillam
Richard H. Lee
Gerald H. Less
Pamela A. McInness
James Amara
Nancy McGrath

**Whittier Regional Vocational Technical High School**
Margaret DeRoche
Nellie Fichera
Kim R. Gordon
Mary L. Higgins
George A. Korn
Patricia Lavin
C. William Leuders

## PROJECT OBJECTIVES

The purpose of the project was to develop a curriculum management system for instructing handicapped students enrolled in vocational high schools. A team from each of four vocational technical high schools, consisting of two special needs or resource-room teachers, two vocational teachers, and the director of special needs, worked with university personnel to develop materials in specific vocational areas. Project objectives were to:

1. Develop and test new strategies and standards for utilizing teams of vocational education and special education personnel, supported and directed by university specialists, in the planning, development, and testing of curriculum materials for use in resource rooms as back-up instructional materials for the regular vocational program.

2. Design, develop, field test, and refine these curriculum materials.

3. Disseminate both nationally and locally the findings of the project, including the materials and a description of the management process.

## PROJECT PRODUCTS

1. Final Report
2. Curriculum Management Handbook
3. Curriculum Materials

1) Module Areas:

   Allied Health
      Teacher's Manual
      Student Dictionaries #1, #2, #3

   Arc Welding
      Teacher's Manual
      Student Dictionaries #1, #2, #3

   Culinary Arts
      Teacher's Manual
      Student Dictionaries #1, #2, #3

   Graphic Arts
      Teacher's Manual
      Student Dictionaries #1, #2, #3

   Upholstery
      Teacher's Manual
      Student Dictionaries #1, #2, #3

2) Cassette Tapes for Each Lesson

3) Flash Cards

# APPENDIX B

# SUMMARY OF FIELD TESTING

## SUMMARY OF FIELD TESTING

Five regional vocational technical high schools in Massachusetts participated in the preparation and field testing of the Project HIRE materials in the following trade areas: (1) Allied Health, (2) Arc Welding, (3) Culinary Arts, (4) Graphic Arts, and (5) Upholstery.

A total of 87 students were involved in the field testing of the materials; 52 learning handicapped students, who received instruction with the Project HIRE materials, and 35 regular students enrolled in the same vocational programs who were used as a comparison group. The regular students did not use the HIRE materials but received the same instruction in the vocational shop.

Both the learning handicapped students and the regular students took the same vocabulary tests at the beginning of the field testing period. The learning handicapped students then used the HIRE materials in addition to receiving the in-shop and related instruction with the regular students. Both groups were tested again on the same vocabulary terms at the end of the field testing period. The learning handcicapped students made statistically significant progress on the vocabulary words while the regular students did not. There were significant differences between the two groups, with 65% of the learning handicapped students achieving 100% mastery of the terms while none of the regular students achieved 100% mastery.

Of the learning handicapped students, both learning disabled students and educable mentally retarded students made significant gains on the number of words mastered although more learning disabled students reached 100%

mastery. Most of the learning handicapped students were able to get 100% on a lesson with less than 2 trials; however, the educable mentally retarded students sometimes needed more trials.

A complete and detailed analysis of the field testing procedures and findings is contained in Volume I of the Final Report of Project HIRE, entitled Vocational Curriculum Modification: Teaching Technical Language to Learning Handicapped Students. In addition, a complete description of the curriculum management system used to develop the materials is contained in Volume 2 of the Final Report of Project HIRE, entitled Practical Approaches to Curriculum Development: A Management Handbook. Both volumes are available through the ERIC system and are listed in Resources in Education

# APPENDIX C

# OCCUPATIONAL INFORMATION AND ENTRY-LEVEL JOBS

# APPENDIX C

## FURNITURE UPHOLSTERER[1]

## (D.O.T. 780.381)

Most furniture upholsterers work in small upholstery shops having fewer than three workers. Some are employed by furniture stores, and a few work for businesses, like hotels, that maintain their own furniture. Employment is concentrated in metropolitan areas, where the large population provides the greatest demand for the upholsterer's services.

The trade is most often learned on the job as a helper in an upholstery shop. Usually about three years of on-the-job training are required to become a fully-skilled upholsterer. Inexperienced persons may get valuable training from vocational or high schools offering courses in upholstery. However, additional training and experience are usually required before these workers can qualify as skilled upholsterers.

Most job openings in upholstery will arise because of the need to replace experienced workers who retire, die, or transfer to other occupations. Upholsterers can become members of the Upholsterer's International Union of North America.

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[1] Occupational Outlook Handbook, 1978-79 Edition, U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1955.

## APPENDIX C Continued

Entry-Level Positions

This section contains short job descriptions and D.O.T. codes for entry-level positions in Upholstery.[1]

| JOB TITLE | D.O.T. CODE | DUTIES |
|---|---|---|
| Furniture-Upholsterer Apprentice | 780.381-022 | See APPRENTICE (any industry) for generic job description (on the following pages). Also refer to job description of Furniture Upholsterer that follows. |
| Furniture Upholsterer | 780.381-018 | 1. Repairs and rebuilds upholstered furniture. Uses handtools and knows fabrics.<br>2. Uses tack puller, chisel, and mallet to remove cover, webbing, and padding from workpiece.<br>3. Removes defective springs.<br>4. Replaces webbing and springs or reties springs (sometimes called a SPRINGER).<br>5. Measures and cuts new covering (sometimes called UPHOLSTERY CUTTER<br>6. Installs material on frame.<br>7. Tacks or sews trim to cover or frame (sometimes called an UPHOLSTERY TRIMMER).<br>8. May operate sewing machine, repair wooden frames, and refinish wood surfaces (sometimes called a FURNITURE FINISHER in woodworking).<br>9. May upholster cornices and be designated CORNICE UPHOLSTERER. |

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[1] U.S. Department of Labor, Employment and Training Administration, Dictionary of Occupational Titles, Fourth Edition, 1977.

## APPENDIX C Continued

## GENERIC JOB DESCRIPTIONS

### APPRENTICE (any ind.)

A worker who learns, according to written or oral contractual agreement, a recognized skilled craft or trade requiring one or more years of on-the-job training through job experience supplemented by related instruction, prior to being considered a qualified skilled worker. High school or vocational school education is often a prerequisite for entry into an apprenticeship program. Provisions of apprenticeship agreement regularly include length of apprenticeship; a progressive scale of wages; work processes to be taught; and amount of instruction in subjects related to the craft or trade, such as characteristics of materials used, physics, mathematics, estimating, and blueprint reading. Apprenticeability of a particular craft or trade is best evidenced by its acceptabiltiy for registration as a trade by a State apprenticeship agency or the Federal Bureau of Apprenticeship and Training. Generally, where employees are represented by a union, apprenticeship programs come under the guidance of joint apprenticeship committees composed of representatives of the employers or the employer association and representatives of the employees. These committees may determine need for apprentices in a locality and establish minimum apprenticeship standards of education, experience, and training. In instances where committees do not exist, apprenticeship agreement is made between apprentice and employer, or an employer group. The title, APPRENTICE, is often loosely used as a synonym for beginner, HELPER (any ind.), or TRAINEE (any ind.). This practice is technically incorrect and leads to confusion in determining what is meant. Typical classifications for apprentices are BLACKSMITH APPRENTICE (forging); MACHINIST APPRENTICE (mach. shop); and PLUMBER APPRENTICE (const.).

### HELPER (any ind.)

A worker who assists another worker, usually of a higher level of competence or expertness, by performing a variety of duties, such as furnishing another worker with materials, tools, and supplies; cleaning work area, machines, and equipment; feeding or offbearing machines, holding materials or tools; and performing other routine duties. A HELPER (any ind.) may learn a trade but does so without an agreement with employer that such is the purpose of their relationship. Consequently, the title HELPER (any ind.) is sometimes used as synonym for APPRENTICE (any ind.), a practice that is incorrect technically. A worker whose duties are limited or restricted to one type of activity, such as moving materials from one department to another, feeding machines, removing products from conveyors or machines, or cleaning machines or work areas is not technically a HELPER (any ind.) and is classified according to duties performed as MATERIAL HANDLER (any ind.); MACHINE CLEANER (any ind.); CLEANER, INDUSTRIAL (any ind.). A worker who performs a variety of duties to assist another worker is a HELPER (any ind.) technically and is classified according to worker assisted as BRICKLAYER HELPER (const.); DRY-CLEANER HELPER (clean., dye., & press.).

# APPENDIX D

# ANNOTATED BIBLIOGRAPHY

# ANNOTATED BIBLIOGRAPHY

This is an annotated bibliography of selected materials that can be used by a special education teacher to supplement general vocabulary and technical vocabulary instruction.

## Vocabulary Materials in Upholstery

1. I Know--A Vocabulary Game for the Upholstery Trade. Vocational Technical Curriculum Laboratory/Rutgers, The State University, Bldg. 4103, Kolmer Campus, New Brunswick, NJ 08902.

The game is played like the well-known BINGO game. Students are given a playing board covered with vocabulary words. Definitions are read aloud to the students. They are expected to identify the word that is being read and to locate the word on their board with a marker. The game is used to familiarize students with terms and definitions. The game provides a good motivation for learning the words as well as a repetitive reinforcing technique. However, terminology and definitions are above entry-level vocabulary and may be more appropriate for more advanced students.

2. Modern Upholstery Methods. McKnight Publishing Company, Box 854, Bloomington, IL 61701, Item No. 7420.

A comprehensive study of key phrases of the industry and a general discussion of the profession with an emphasis on presenting situations which usually plague beginners. The book answers questions in an easy-to-understand manner.

# General Vocabulary Materials

1. Across and Down. Scope/Word Skills 1. Readability 4.0 - 6.0. Scholastic Book Service, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632.

Thirty-seven crossword puzzles that teach basic phonics and build vocabulary. Dictionary and table of contents included as well as abbreviations, spelling and punctuation rules.

2. Basic Reading Vocabulary Levels A and B. Filmstrips, workbooks, teacher's edition. Psychotechnics Inc., 1900 Pickwick Avenue, Glenview, IL 60025.

Level A presents 119 words necessary for reading skill achievement of 1.9. Level B presents 149 words necessary for reading skill achievement of 2.9. Exercise I contains the word list and introduces each word for primary recognition and discussion. Words are presented in sentences structured to develop word meaning. Exercise II reintroduces each word and provides for strong sight-meaning associations and overlearning. Exercise III contains a visual tracking exercise. Exercise IV contains the answers to the visual tracking test and provides a basis for sentence writing.

3. Building Basic English Programs. Language Master - 200 prerecorded cards, Bell & Howell, Audio Visual Products Division, 7100 McCormick Road, Chicago, IL 60645.

These materials can be used with almost any grade level in a variety of subject areas. Set A provides a 200 card "Noun and Everyday Thing" set from the Word-Picture Program and a Usage Manual and blank cards. Set B contains a complete 600 card phonic series with word building and word anslysis techniques. The set also includes 90 blank cards, a usage manual, and a program organizer file.

4. English Development Program Set III - Industrial Supplement. 200 prerecorded cards; readability 4.0 - 6.0. Bell & Howell, Audio Visual Products Division, 7100 McCormick Road, Chicago, IL 60645.

A set of 200 cards for use at Junior and Senior High School levels; also for adults in literacy programs and for those learning English as a second language.

5. The Kaleidoscope Readers. Field Educational Publications. Eight different books with five copies of each and a teaching guide for each.

The series range from second grade reading level to ninth grade. Materiasl present high interest level material. Development of skills include: word attack, vocabulary skills, comprehension skills, study skills, and others.

6. Mast Materials. Mast Development Company, Educational Systems Division, 2212 East 12th Street, Davenport, IA 52803, Individual cassettes for Mast Programmed Reader.

Programmed materials to be used with Mast Programmed Instructor. Subject matter includes dictionary skills, vocabulary building, reading skills, 300 commas, spelling, punctuation, and English for the Spanish speaking.

7. Motorcycle Motorcross, Horses Trail Ride, Dune Buggy Rally. Bowmar, 622 Rodier Drive, Glendale, CA 91201. Two games in each area.

Games to use with the Reading Incentive Program (#10 on this list) to reinforce vocabulary. Two to six players.

8. The New Diagnostic Reading Workbooks - Looking Ahead - Grade 6B. Merill Publishing Company, 1300 Alum Creek Drive, Columbus, OH 43216. Workbooks, 6 copies.

Checking and reinforcement of the reading skills emphasized by basal reading programs. Materials provide a progressive learning pattern as well as graduation of lessons according to difficulty. The exercises center around the following skills: fact comprehension, vocabulary development and word mastery, ability to follow directions, extracting main ideas, and independent thinking and evaluation. Materials range from first to sixth grade levels.

9. Reader's Digest New Reading Skill Builder. Reader's Digest Services, Educational Division, Pleasantville, NY 10578. Books and cassettes. Primary, Intermediate (2-6), Advanced (4-10).

Each skill builder contains controlled readability selections, that are illustrated with full color drawings and photographs as well as exercises and questions. The exercises measure comprehension and interpretation, critical and creative reading, word study, vocabulary and other skills appropriate to grade level.

10. Reading Incentive Language Program. Bowmar, 622 Rodier Drive, Glendale CA 91201. 16 kits, 10 books, 1 filmstrip, 1 cassette, and 1 teacher's guide in each kit.

A low-level vocabulary reading program based on high interest themes to involve the "turned off" student and to provide sequential skill development. Interest levels 3-12th grade. Readability 3.0-5.0.

11. Vocabulary Builder Program - Sets I, II, and III. Bell and Howell Audio Visual Products Division, 7100 McCormick Road, Chicago, IL 60645. 200 prerecorded cards in each set.

Basic, intermediate, and advanced sets may be used from the fourth grade through college level. Each set contains the words to be learned, definitions, and correct pronunciation. Alternate dictionary pronunciations are printed on the front of the card.

12. Word Puzzles and Mysteries. Scope Word Skills 2/Scholastic Book Service, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632. Readability 4.0 - 6.0.

A paperbound exercise book with 20 crossword puzzles and 15 word games to develop vocabulary and reinforce spelling. Sixteen mystery stories use the close method of filling blanks to develop stronger identification of the parts of speech.

Prepared by:
Kim Gordon
Research Assistant, Project HIRE

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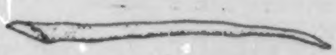
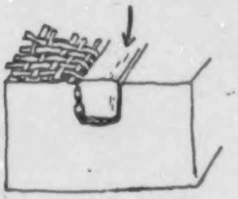
UPHOLSTERY I
Activity 1
Lesson 1

Name ______________________________ Date ______________________

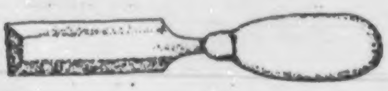
Match the picture and the meaning. Put the right number on the line beside the meaning.



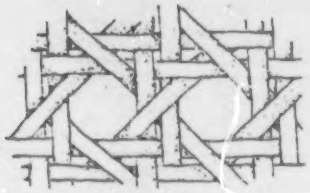
1. cane



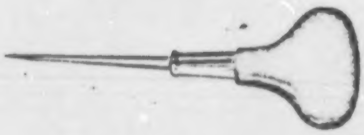
2. spline



3. wood chisel



4. web cane



5. awl

_____ Cane that is woven by machines.

_____ This is used to split wood.

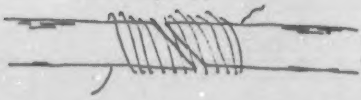
_____ A dried plant that comes in long, very thin strips.

_____ It has a sharp point used to punch holes.

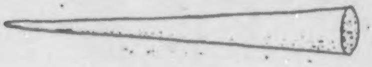
_____ A long strip of wood used to fasten web cane to a frame.

## Activity 1 (page 2)

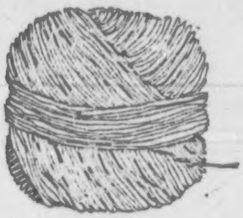
Name ______________________________ Date ________________________



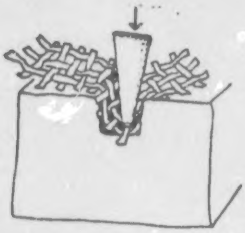
6. splice



7. wood peg



8. flax twine



9. wood wedge

_____ A piece of wood used to press cane into the frame.

_____ This is sometimes called Twine 252.

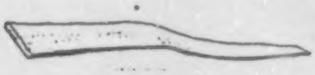
_____ A stick of wood used to hold strips of cane while you weave.

_____ To join two objects together with twine.

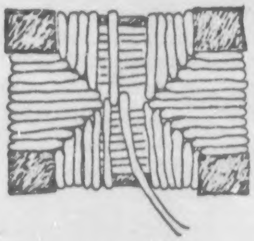
UPHOLSTERY I
Activity 2
Lesson 2

Name ______________________________ Date ___________________________

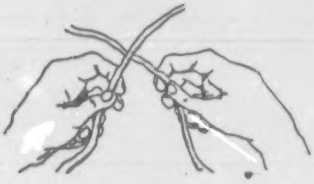
Match the picture and the meaning. Put the right number on the line beside the meaning.



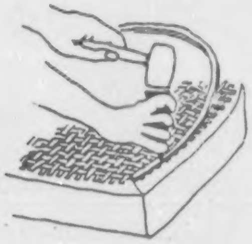
1. porch cane



2. seat weaving



3. hand cane



4. pressing

_____ Putting web cane on chairs and sofas.

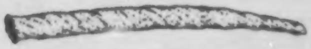
_____ Long strips of cane that you weave by hand.

_____ Cane made from paper or rattan.

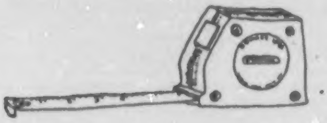
_____ Using porch or rush cane to weave chair seats and backs.

## Activity 2 (page 2)

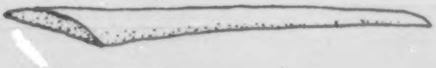
Name ______________________________ Date ________________________



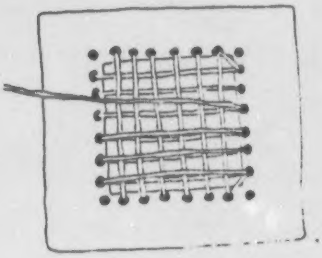
5. rush cane



6. tape measure



7. rattan



8. hand weave

_____ A thin strip of cane.

_____ Cane made of paper that is twisted like a rope.

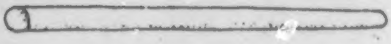
_____ To weave cane into chair seats and backs.

_____ This shows how long something is.

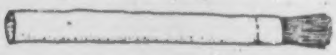
# UPHOLSTERY I
Activity 3
Lesson 3

Name ______________________________ Date ____________________________

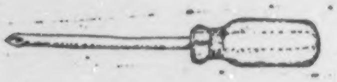
Match the picture and the meaning. Put the right number on the line beside the meaning.



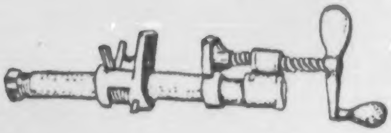
1. dowel



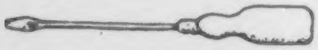
2. glue brush



3. phillips screwdriver



4. pipe clamp



5. flat blade screwdriver

_____ Used to hold parts of wood, metal or plastic together.

_____ A long, round stick used to connect two pieces of wood.

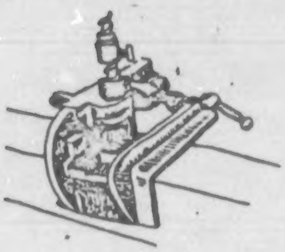
_____ A brush used to put glue on frames.

_____ It has an "X" shaped tip and is used to turn screws.

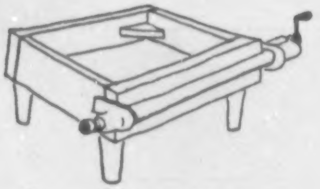
_____ It has a flat end and turns screws.

## Activity 3 (page 2)

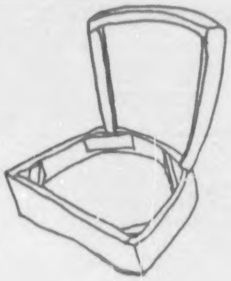
Name ______________________ Date ____________________



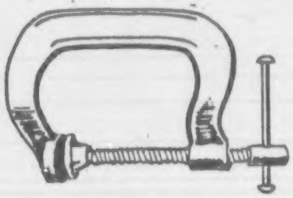
6. dowel jig



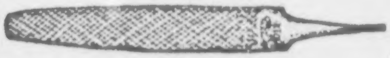
7. dry run



8. foundation



9. "C" clamp



10. wood rasp

____ Shaped like the letter "C" and used to hold parts together.

____ The main bottom part of the furniture.

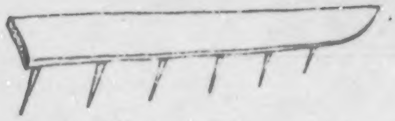
____ A clamp used as a guide when drilling holes.

____ A nail with a rough surface used to smooth wood.

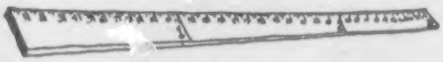
____ Putting furniture parts together to see if they fit.

Activity 3 (page 3)

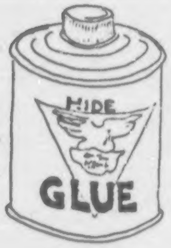
Name ______________________ Date ______________________



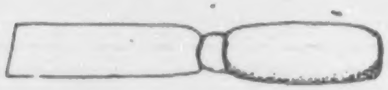
11. tackstrip



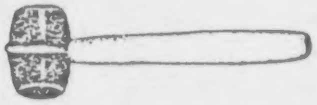
12. yardstick



13. hide glue



14. square point knife



15. rubber mallet

____ This is used to cut cloth.

____ A very strong yellow glue.

____ A hammer used to pound tackstrips.

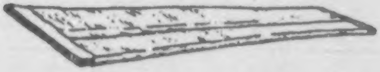
____ A long strip of cardboard with tacks used to fasten cloth to a frame.

____ This is used to measure cloth.

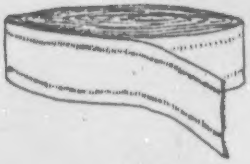
UPHOLSTERY I
Activity 4
Lesson 4

Name ______________________ Date ____________________

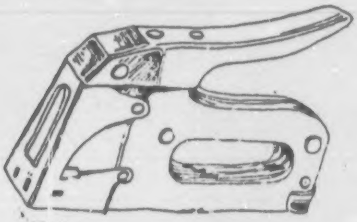
Match the picture and the meaning. Put the right number on the line beside the meaning.



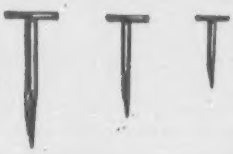
1. tenso band



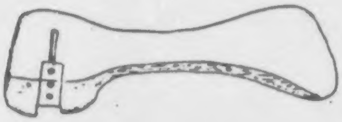
2. jute webbing



3. staple gun



4. tack



5. tenso band stretcher

_____ A hammer with a long thin handle used to stretch tenso band.

_____ An air power tool that shoots staples.

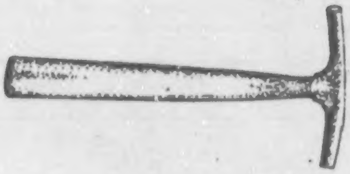
_____ Flat steel webbing used to weave sofas and chairs.

_____ A small nail with a sharp point and a flat head.

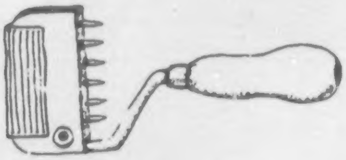
_____ It come's in flat rolls and is used to weave furniture.

## Activity 4 (page 2)

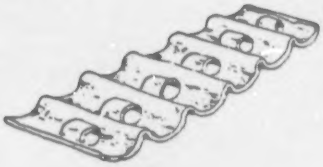
Name ______________________  Date ______________________



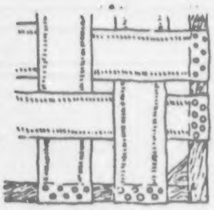
6. magnetic hammer



7. webbing stretcher



8. nuo web



9. location

_____ It pulls the webbing over the opening of a frame.

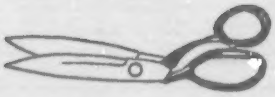
_____ The place where each webbing strip is put on a frame.

_____ A hammer used when hitting tacks into wood.

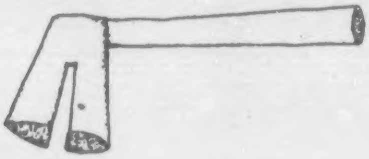
_____ Curvy steel webbing that is covered with tape and used to weave sofas and chairs.

## Activity 4 (page 3)

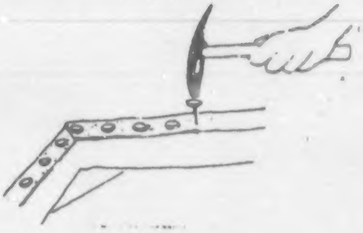
Name ______________________________ Date __________________________



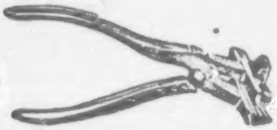
10. shears



11. nuo web stretcher



12. tacking



13. webbing pliers

_____ It has a "T" shaped head that is used to stretch webbing over the opening of a frame.

_____ Large scissors with straight blades.

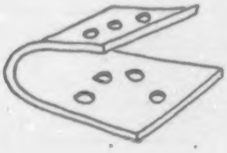
_____ Used to stretch nuo web across an open frame.

_____ Fastening cloth to furniture with tacks or staples.

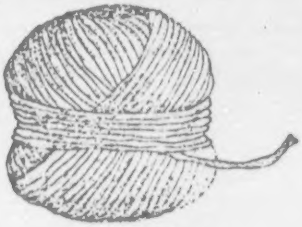
UPHOLSTERY I
Activity 5
Lesson 5

Name ______________________ Date ______________________

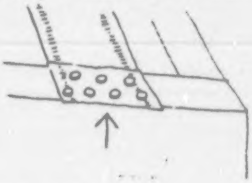
Match the picture and the meaning. Put the right number on the line beside the meaning.



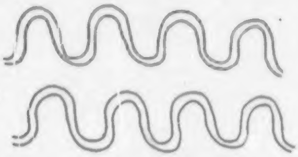
1. no-sag clip



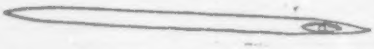
2. spring twine



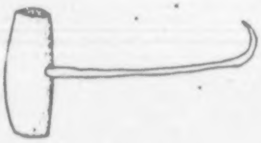
3. anchor



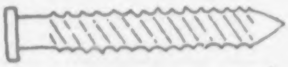
4. no-sag springs



5. straight needle



6. no-sag spring stretcher



7. hold-fast nail

____ A needle with a round point.

____ A bar with a long hooked handled used to pull no-sag springs across the frame.

____ A screw with a flat head.

____ A small bent piece of metal used to attach no-sag springs to frames.

____ A thick, strong string used to tie down springs on furniture.

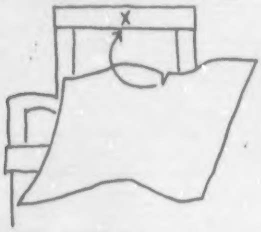
____ They are sometimes called zig-zag springs.

____ To hold fabric to a frame with staples, nails or tacks.

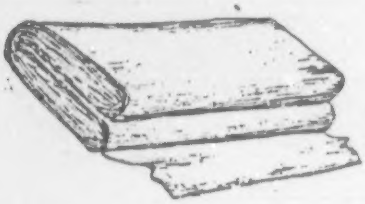
UPHOLSTERY I
Activity 6
Lesson 6

Name ______________________________ Date __________________________

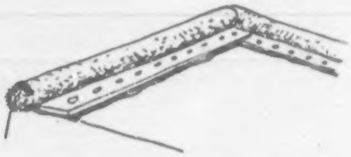
Match the picture and the meaning. Put the right number on the line beside the meaning.



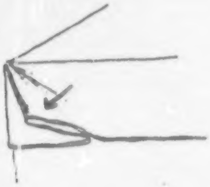
1. centering



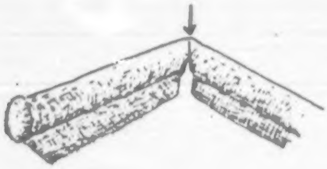
2. burlap



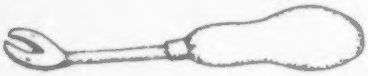
3. roll edge



4. pleat



5. miter



6. claw tool

____ To make a neat fold in cloth so that it fits the corners of furniture.

____ A tool used to remove tacks from furniture.

____ Matching the middle of the frame with the middle of the fabric.

____ A rough cloth used to cover springs on furniture.

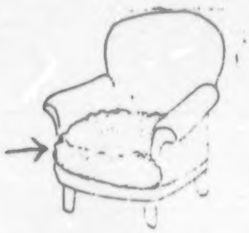
____ Fold one part of fabric over another to make a tight corner.

____ A long strip of burlap used to cover the sharp edges of wood.

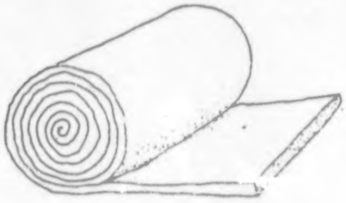
# UPHOLSTERY II
Activity 7
Lesson 7

Name ______________________________ Date ____________________________

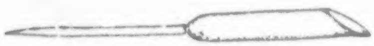
Match the picture and the meaning. Put the right number on the line beside the meaning. The first one is done for you.



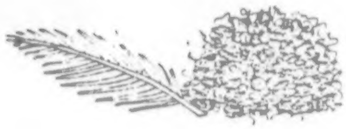
1. stuffing



2. solid filling



3. regulator



4. palm fibre

5. stuffing rod

____ Palm tree leaves made into loose filling.

____ A long stick used to push stuffing into hard-to-reach places.

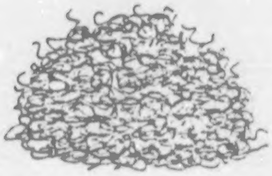
____ It is sometimes called filler.

____ Stuffing bought in rolls or sheets.

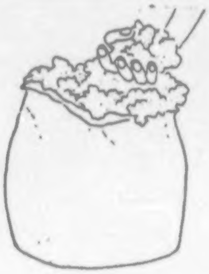
____ This is used to smooth loose stuffing.

## Activity 7 (page 2)

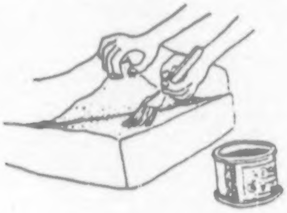
Name ______________________ Date ______________________



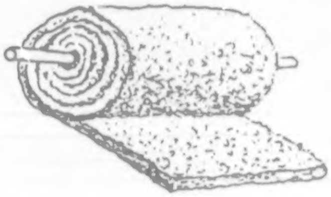
6. moss



7. loose filling



8. foam cement



9. rubberized curled hair

_____ Stuffing that can be used by the handfuls.

_____ A black, loose filling.

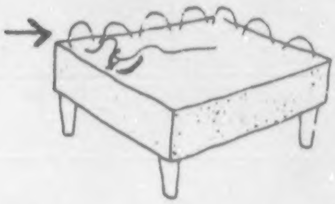
_____ Hog hair covered with rubber used as a filling.

_____ Glue used on foam or cloth.

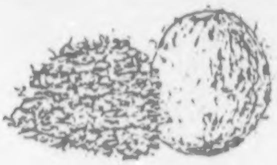
UPHOLSTERY II
Activity 8
Lesson 8

Name ______________________ Date ______________________

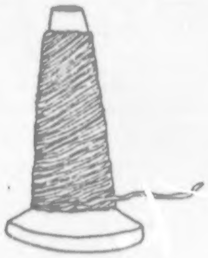
Match the picture and the meaning. Put the right number on the line beside the meaning.



1. bridle

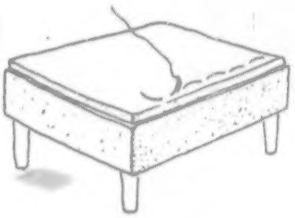


2. coconut fibre



3. dixie twine

4. curved needle



5. lace

____ To sew solid filling to the inside of furniture.

____ A bent needle

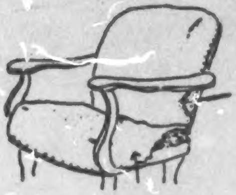
____ To sew loose filling to the inside of furniture.

____ A thin yellow or white string.

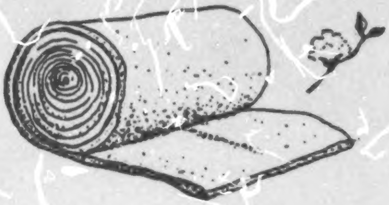
____ Coconut shells used to make loose filling.

## Activity 8 (page 2)

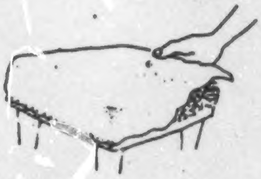
Name ______________________________ Date __________________________



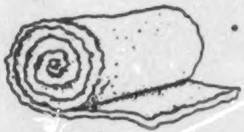
6. undercover



7. cotton batts



8. muslin



9. dacron

_____ This cotton cloth is used as an undercover.

_____ Man-made white filling.

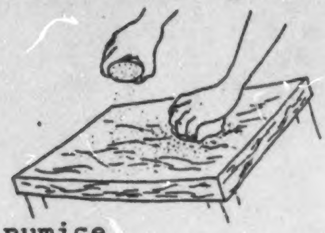
_____ The cloth that goes over the filling.

_____ Cotton used over the undercover.

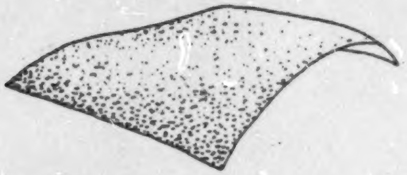
UPHOLSTERY II
Activity 9
Lesson 9

Name ______________________________ Date ___________________________

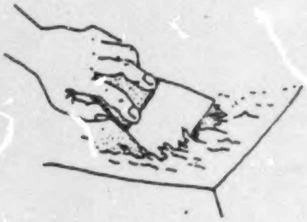
Match the picture and the meaning. Put the right number on the line beside the meaning.



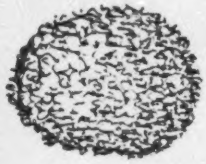
1. pumice



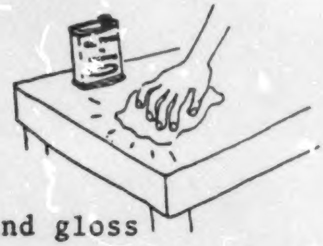
2. sandpaper



3. strip



4. steel wool



5. hand gloss

_____ Steel wires used to rub wood smooth.

_____ Powder mixed with oil and used to sand wood.

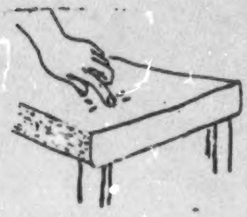
_____ An oil used as a wood finish.

_____ Rough paper used to smooth wood.

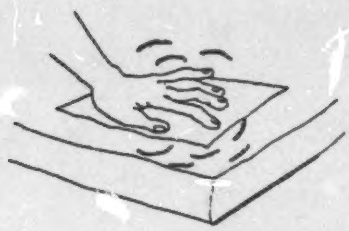
_____ Remove old finish from wood.

## Activity 9 (page 2)

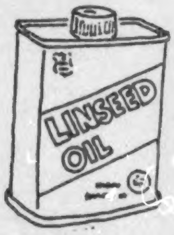
Name ______________________ Date ______________________



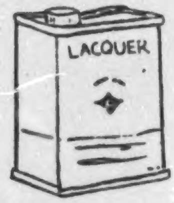
6. finish



7. sand



8. linseed oil



9. lacquer

_____ A wood finish that dries the fastest.

_____ Furniture oil made from a plant.

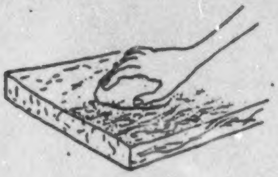
_____ Paints or coatings used to protect wood.

_____ You do this to make wood smooth.

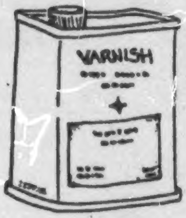
# UPHOLSTERY II
Activity 10
Lesson 10

Name ______________________ Date ______________________

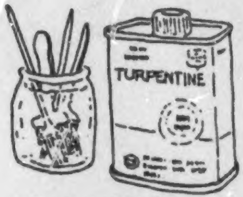
Match the picture and the meaning. Put the right number on the line beside the meaning.



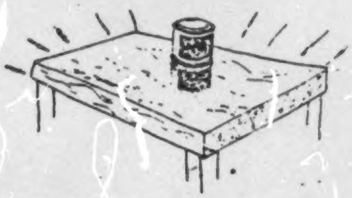
1. stain



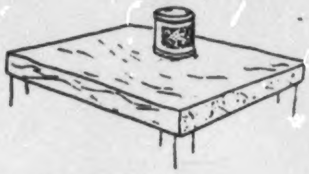
2. varnish



3. turpentine



4. high-gloss finish



5. flat finish

____ A liquid used to clean paints and oils from brushes.

____ A very shiny finish.

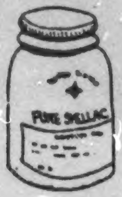
____ A dull wood finish that gives no shine.

____ A finish that takes a long time to dry.

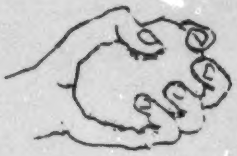
____ To put a color into the wood.

Activity 10 (page 2)

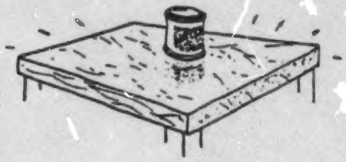
Name ____________________ Date ____________________



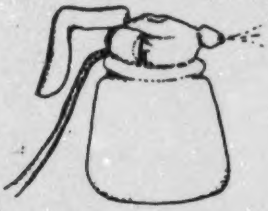
6. shellac



7. stain pad



8. satin finish



9. spray gun

____ A wood finish that gives a little shine.

____ A fast-drying finish.

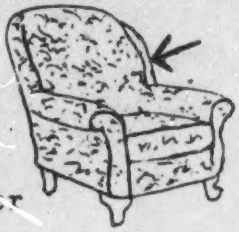
____ This puts paint or other finishes on furniture.

____ A cloth used to put stains on wood.

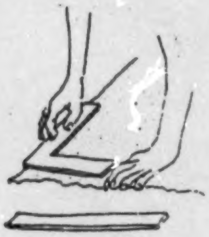
UPHOLSTERY II
Activity 11
Lesson 11

Name ______________________________ Date ____________________________

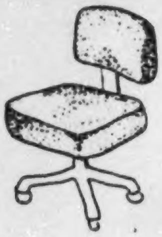
Match the picture and the meaning. Put the right number on the line beside the meaning.



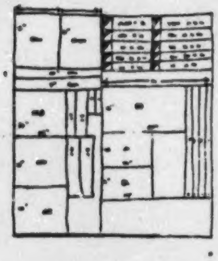
1. final cover



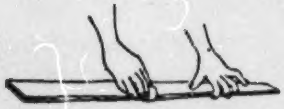
2. squaring



3. vinyl



4. fabric plan



5. straight edge

_____ You use this to draw straight lines.

_____ A drawing on paper of the final cover pieces.

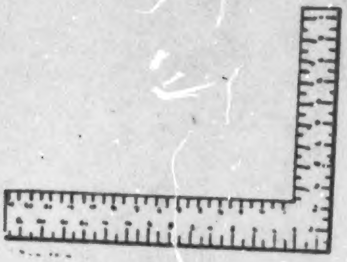
_____ To make the end of the final cover straight.

_____ The outer fabric on the furniture.

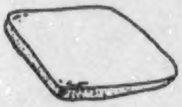
_____ A man-made covering that looks like leather.

## Activity 11 (page 2)

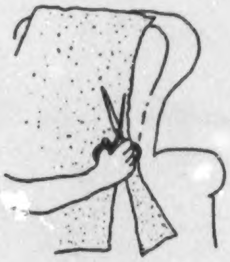
Name ______________________ Date ______________________



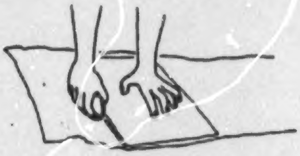
6. building square



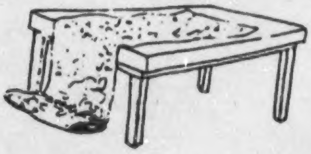
7. tailor's chalk



8. tapering



9. chalking



10. cutting table

_____ Drawing lines on the final cover with tailor's chalk.

_____ Cutting final cover to fit seats and backs.

_____ This is used to measure corners on furniture.

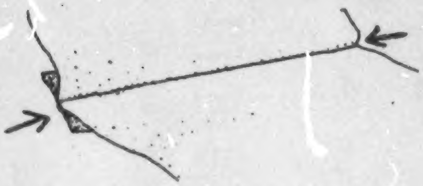
_____ Table used for cutting final cover.

_____ Chalk used to mark cloth.

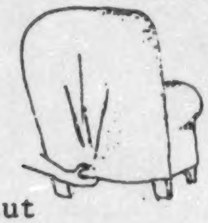
UPHOLSTERY III
Activity 12
Lesson 12

Name ______________________________ Date _________________________

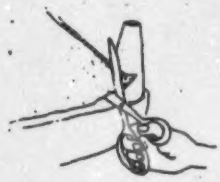
Match the picture and the meaning. Put the right number on the line beside the meaning. The first one is done for you.



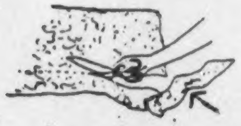
1. seam



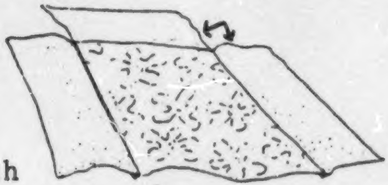
2. taut



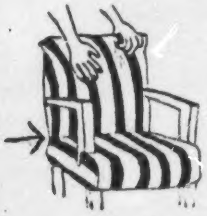
3. trim



4. unavoidable waste



5. pull cloth



6. match

_____ This is sometimes called a flyer.

_____ The line where two pieces of fabric are sewn together.

_____ Placing pieces of final cover so that the pattern fits together.

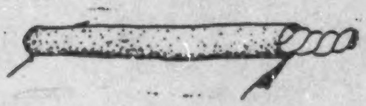
_____ Material pulled so that it is tight on a frame.

_____ Cut away, unavoidable waste on the frame.

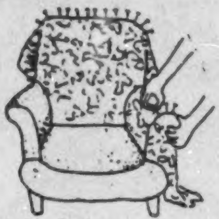
_____ Fabric that is left over after trimming.

# Activity 12 (page 2)

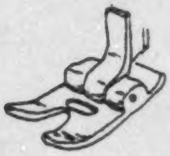
Name ______________________  Date ______________________



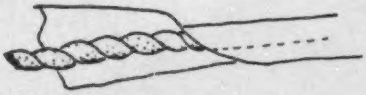
7. welt



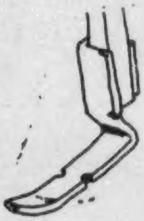
8. pin tack



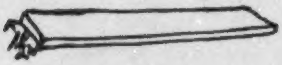
9. foot



10. welt cord



11. welt foot



12. welt stick

_____ This foot is used to sew welts.

_____ Part on sewing machine that holds cloth while you sew.

_____ A bar used to measure final cover of welts.

_____ This is sometimes called a skip tack.

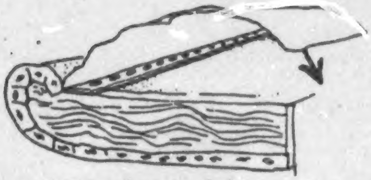
_____ String sewn inside fabric to make welt.

_____ A cord covered with fabric.

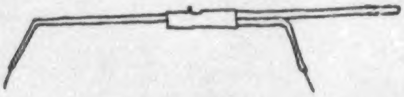
# UPHOLSTERY III
Activity 13
Lesson 13

Name ______________________________ Date ____________________________

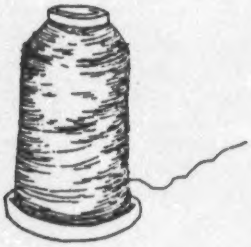
Match the picture and the meaning. Put the right number on the line beside the meaning.



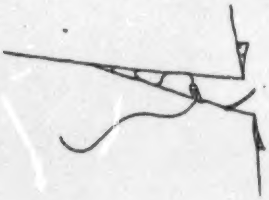
1. blind tacking



2. cushion seam stretcher



3. nylon twine



4. blind stitching

_____ Stitches that are not seen.

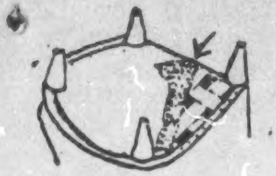
_____ Putting in tacks so that they are not seen.

_____ A rod with pins used to stretch open a seam.

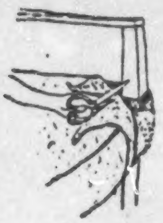
_____ Thread used for blind stitching.

## Activity 13 (page 2)

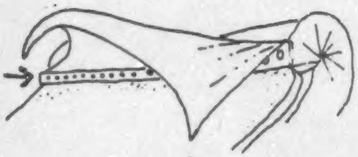
Name ______________________________ Date __________________________



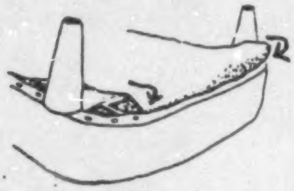
6. cambric



7. fitting



8. tacking tape



9. folding

_____ Thin cardboard used to make the final cover lay flat.

_____ You do this to extra fabric on a frame to make neat edges.

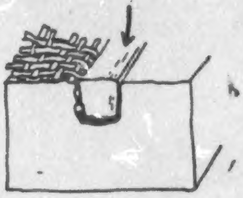
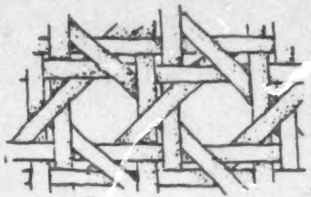
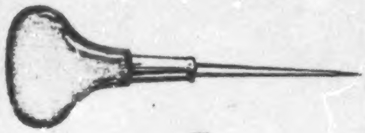
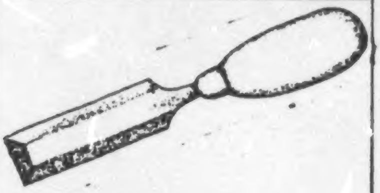
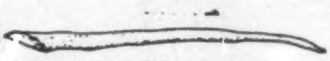
_____ Cloth used to cover the bottom of furniture.

_____ Cutting fabric so that it lays neatly against furniture legs.

## UPHOLSTERY I
Checkup 1
Lesson 1

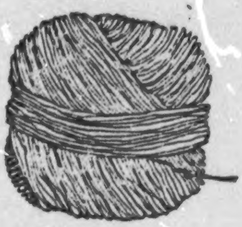
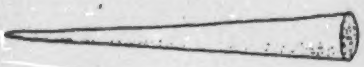
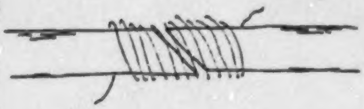
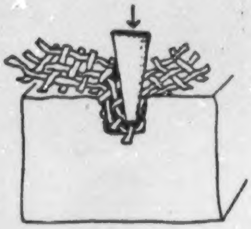
Name ______________________________ Date __________________________

Put the number of the picture next to the word AND next to the meaning. The first one is done for you.

| **WORD** | **PICTURE** | **MEANING** |
|---|---|---|
| _____ wood chisel | <br>1 | _____ A dried plant that comes in long very thin strips. |
| _____ awl | <br>2 | _____ A long strip of wood used to fasten web cane to a frame. |
| _____ cane | | _____ A metal tool used to split wood. |
| _____ web cane | <br>3 | _____ This is used to punch holes. |
| _____ spline | <br>4 | _____ Cane that is woven by machines. |
| | <br>5 | |

## Checkup 1 (page 2)

Name ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ wood wedge | | _____ This is used to hold strips of cane in place while you weave. |
| _____ splice | <br>6 | _____ String used for sewing furniture. |
| _____ flax twine | <br>7 | _____ A stick of wood used to press cane into the frame. |
| _____ wood peg | <br>8 | _____ This means to join the ends of two objects together. |
| | <br>9 | |

# UPHOLSTERY I
## Checkup 2
## Lesson 2

Name ______________________________ Date __________________________

Put the number of the picture next to the word AND next to the meaning.

**WORD**

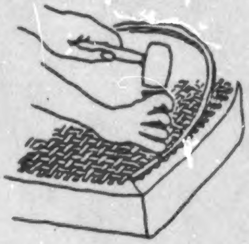
_____ hand cane

_____ porch cane

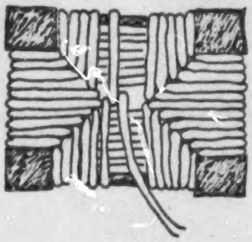
_____ pressing

_____ seat weaving

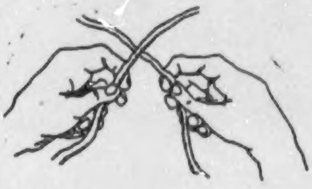
**PICTURE**



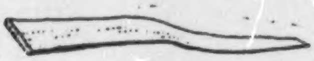
1



2



3



4

**MEANING**

_____ Using porch or rush cane to weave chair seats.

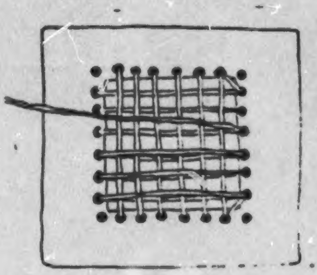
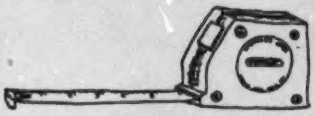
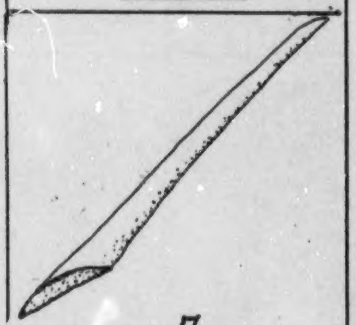
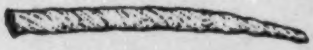
_____ Cane that you weave by hand.

_____ Cane that is made from paper or rattan.

_____ This means to put web cane on chairs.

# Checkup 2 (page 2)

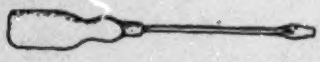
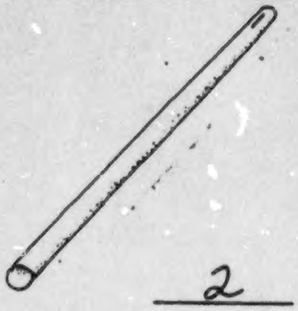
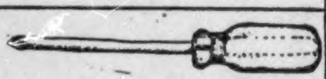
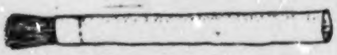
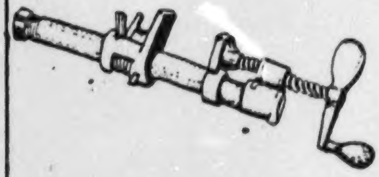
Name ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ rattan | | _____ This tells you how long something is. |
| _____ rush cane |  | _____ A thin strip of cane. |
| _____ hand weave | 5 | _____ Cane made of paper that is twisted like a rope. |
| _____ tape measure | <br>6 | _____ To weave cane into chair seats and backs. |
| | <br>7 | |
| | <br>8 | |

# UPHOLSTERY I
Checkup 3
Lesson 3

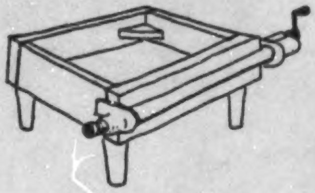
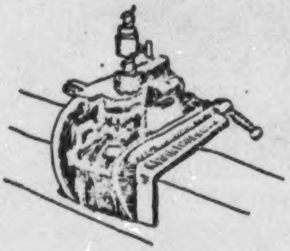
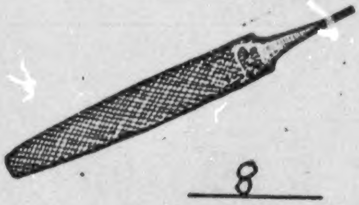
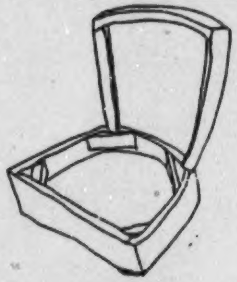
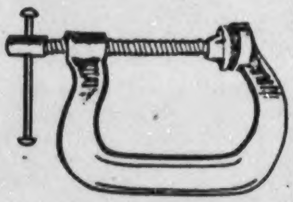
Name ______________________________ Date ____________________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ glue brush | <br>1 | _____ A long round stick used to connect two or more pieces of wood. |
| _____ pipe clamp | <br>2 | _____ This has an "X" shaped tip and is used to set screws into place. |
| _____ dowel | <br>3 | _____ A short thin brush used to put glue on frames. |
| _____ flat blade screwdriver | <br>4 | _____ This is used to hold parts of wood, metal or plastic. |
| _____ phillips screwdriver | <br>5 | _____ This has a flat end and is used to set screws into place. |

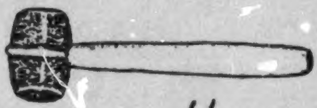
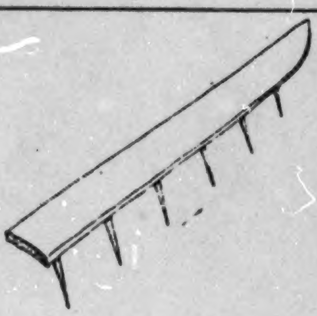
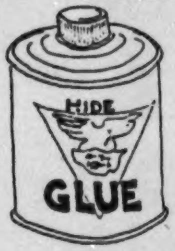
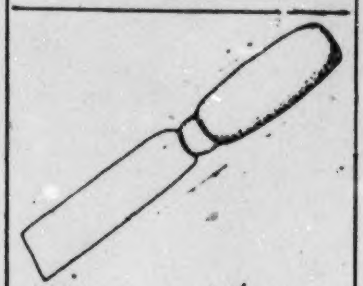
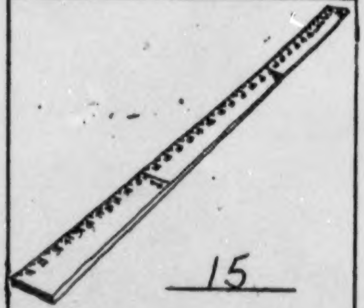
## Checkup 3 (page 2)

Name ______________________________ Date __________________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ "C" clamp | | _____ This is used to smooth wood. |
| _____ dowel jig | <br>6 | _____ The main bottom part of the furniture. |
| _____ wood rasp | <br>7 | _____ A clamp used to hold parts of wood, metal or plastic together. |
| _____ dry run | | _____ A clamp used as a guide when drilling holes. |
| _____ foundation | <br>8 | _____ To put parts of furniture together to see that they fit. |
| | <br>9 | |
| | <br>10 | |

Checkup 3 (page 3)

Name ______________________ Date ____________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ hide glue | <br>11 | _____ Strip of cardboard with tacks used to fasten cloth to a frame. |
| _____ square point knife | <br>12 | _____ A hammer used to pound tacks into wood. |
| _____ tackstrip | <br> <br>13 | _____ This is used to cut cloth. |
| _____ rubber mallet | <br>14 | _____ This is used to measure cloth and other things. |
| _____ yardstick | <br>15 | _____ A very strong yellow glue. |

## UPHOLSTERY I
Checkup 4
Lesson 4

Name ______________________________ Date __________________________

Put the number of the picture next to the word AND next to the meaning.

**WORD**

______ jute webbing

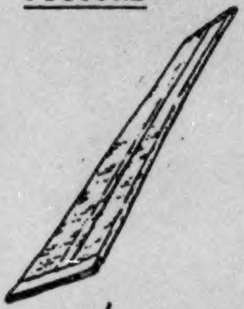
______ webbing stretcher

______ tenso band

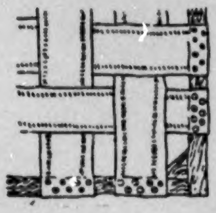
______ location

______ staple gun

**PICTURE**



1



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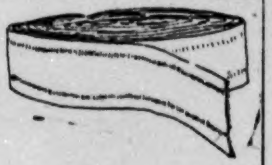

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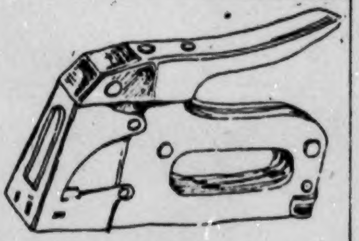
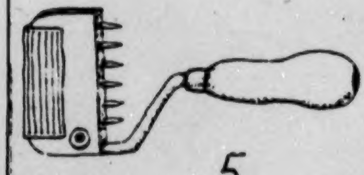


4



5

**MEANING**

______ The place where each webbing strip is put on a frame.

______ It is flat on both sides and is used to weave furniture.

______ An electric tool that shoots staples.

______ This is used to stretch webbing over the opening of a frame.

______ Flat, steel webbing covered with tape.

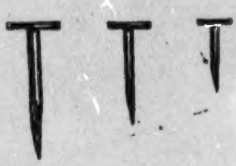
# Checkup 4 (page 2)

Name ______________________________ Date __________________________

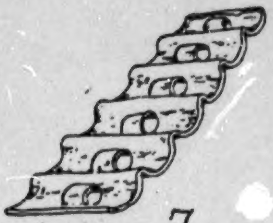
**WORD**

- ______ webbing pliers
- ______ tenso band stretcher
- ______ tack
- ______ nuo web

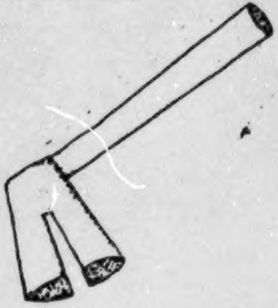
**PICTURE**



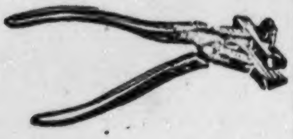
6



7



8



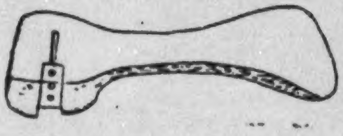
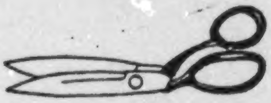
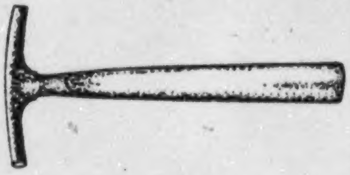
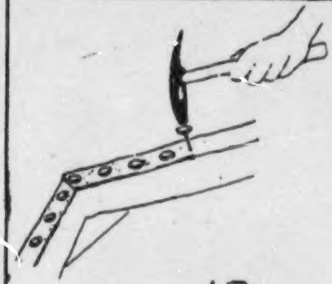
9

**MEANING**

- ______ A small hammer with a long thin handle used to stretch tenso band.
- ______ A small nail with a sharp point.
- ______ Curvy steel webbing covered with tape.
- ______ It has a "T" shaped head and is used to stretch webbing over a frame.

## Checkup 4 (page 3)

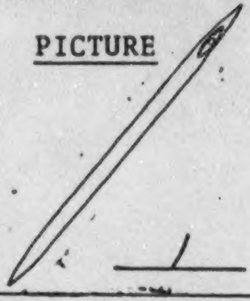
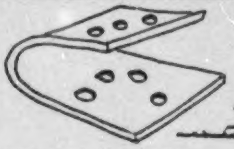
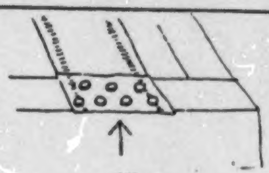
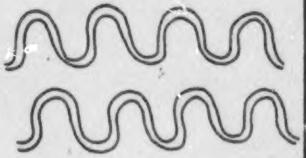
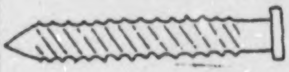
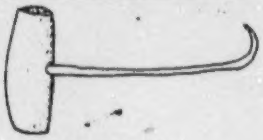
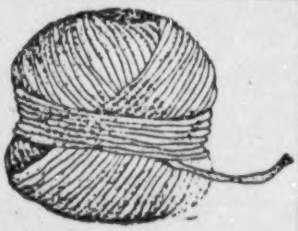
Name ____________________ Date ____________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ shears | <br>10 | _____ Fastening cloth to furniture with tacks or staples. |
| _____ nuo web stretcher | <br>11 | _____ A hammer used when hitting tacks into wood. |
| _____ tacking | <br>12 | _____ Large scissors with straight blades. |
| _____ magnetic hammer | <br>13 | _____ This is used to stretch nuo web across an open frame. |

## UPHOLSTERY I
### Checkup 5
### Lesson 5

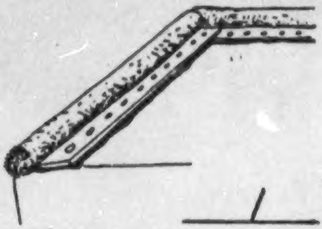
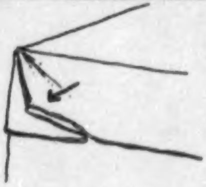
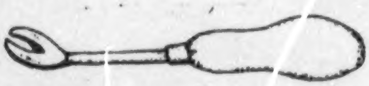
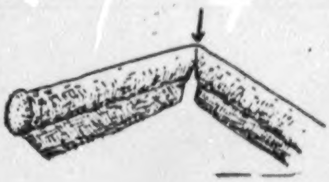
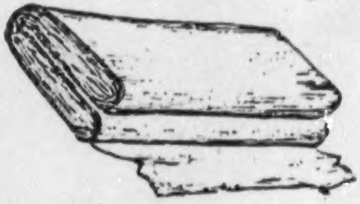
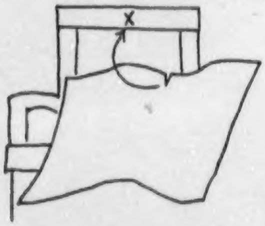
Name ______________________________ Date ___________________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| ____no-sag springs |  ____1____ | ____ This means to hold fabric to a frame with staples, nails or tacks. |
| ____hold-fast nail |  ____2____ | ____ A small, bent piece of metal used to attach no-sag springs to frames. |
| ____ no-sag spring stretcher |  ____3____ | ____ They are sometimes called zig-zag springs. |
| ____spring twine |  ____4____ | ____ A screw with a flat head used to attach no-sag springs to frames. |
| ____no-sag clip |  ____5____ | ____ This is used to pull the no-sag spring tight across the frame. |
| ____anchor |  ____6____ | ____ A needle with a round point. |
| ____straight needle |  ____7____ | ____ A thick, strong string used to tie down springs. |

# UPHOLSTERY I
## Checkup 6
## Lesson 6

Name ________________________ Date ____________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ burlap |  1 | _____ A "V" shaped tool used to remove tacks from furniture. |
| _____ centering |  2 | _____ Make a fold in cloth so that it fits the corners of furniture. |
| _____ pleat |  3 | _____ A rough cloth used to cover springs or furniture frames. |
| _____ claw tool |  4 | _____ Strips of burlap used to cover sharp edges of wood. |
| _____ roll edge |  5 | _____ To match the middle of the frame with the middle of the fabric. |
| _____ miter |  6 | _____ To fold one part of fabric over another to make a tight corner. |

# UPHOLSTERY II
## Checkup 7
## Lesson 7

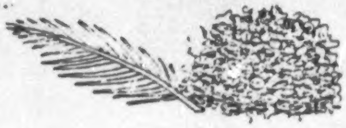
Name ______________________________ Date ___________________________

Put the number of the picture next to the word AND next to the meaning. The first one is done for you.

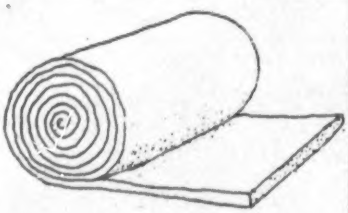
**WORD**

- ____ stuffing
- ____ loose filling
- ____ solid filling
- ____ stuffing rod
- ____ palm fibre

**PICTURE**

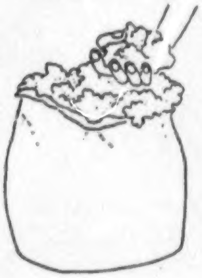


1

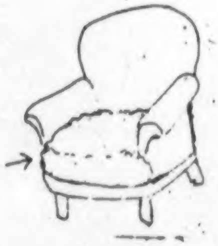


2

3



4



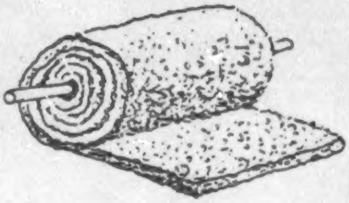
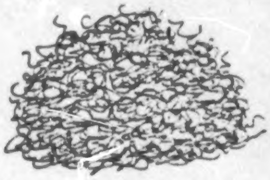
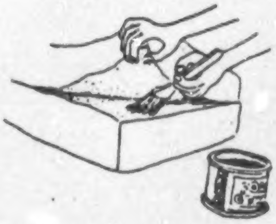
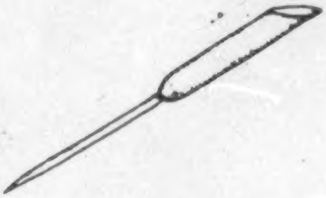
5

**MEANING**

- ____ Stuffing that comes in rolls or sheets.
- ____ This is used to push loose stuffing into hard-to-reach corners.
- ____ Filler that is put into chairs and sofas to make them soft.
- ____ A loose filling made from the leaves of palm trees.
- ____ Filling that can be taken in handfuls from a bag.

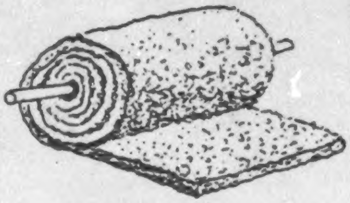
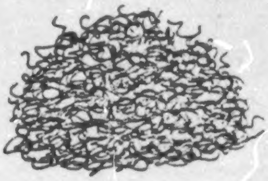
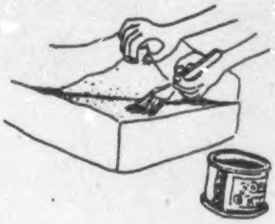
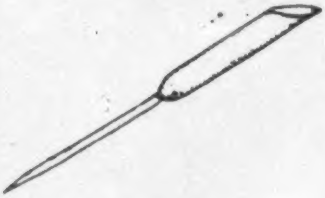
## Checkup 7 (page 2)

Name ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ regulator | | _____ A black, loose filling. |
| _____ foam cement |  6 | _____ A solid filling made from hog hair that is sprayed with rubber. |
| _____ moss |  7 | _____ A big needle used to smooth the lumps in loose stuffing. |
| _____ rubberized curled hair |  8 | _____ Yellow glue used to hold foam or cloth in place. |
| |  9 | |

## Checkup 7 (page 2)

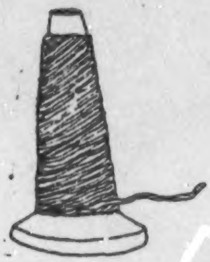
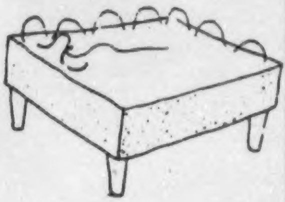
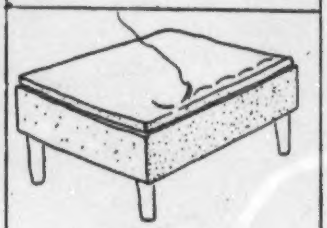
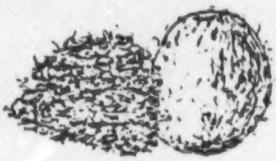
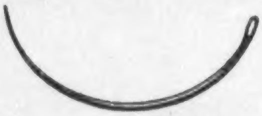
Name ______________________ Date ______________________

| **WORD** | **PICTURE** | **MEANING** |
|---|---|---|
| ____ regulator | | ____ A black, loose filling. |
| ____ foam cement |  6 | ____ A solid filling made from hog hair that is sprayed with rubber. |
| ____ moss |  7 | ____ A big needle used to smooth the lumps in loose stuffing. |
| ____ rubberized curled hair |  8 | ____ Yellow glue used to hold foam or cloth in place. |
| |  9 | |

# UPHOLSTERY II
Checkup 8
Lesson 8

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ coconut fibre |  1 | _____ To sew loose filling to the inside of furniture. |
| _____ lace |  2 | _____ A thin yellow or white string used to lace or bridle. |
| _____ dixie twine |  3 | _____ A loose filling made from the shell of coconuts. |
| _____ curved needle |  4 | _____ To sew solid fillings to the inside of furniture. |
| _____ bridle |  5 | _____ A needle that is bent for easy sewing. |

## Checkup 8 (page 2)

Name ______________________ Date ____________________

**WORD**

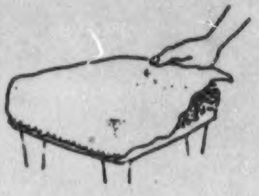
______ cotton batts

______ muslin

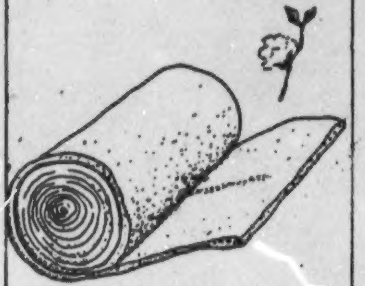
______ undercover

______ dacron

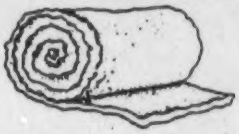
**PICTURE**



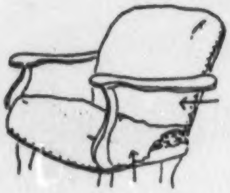
6



7



8



9

**MEANING**

______ Cloth that goes over the filling.

______ Man-made white filling.

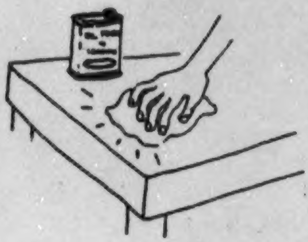
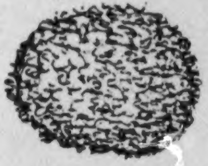
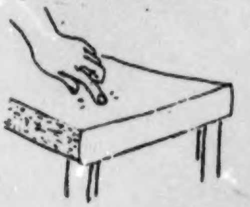
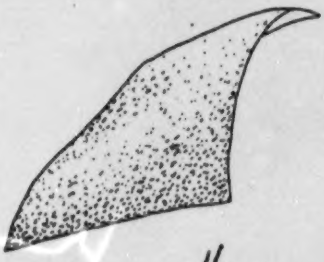
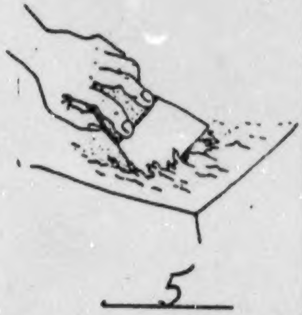
______ Thin cotton cloth used as an undercover.

______ White cotton used to hold filling in place.

# UPHOLSTERY II
## Checkup 9
## Lesson 9

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ finish | <br>1 | _____ A pad of steel wires used to rub wood smooth. |
| _____ strip | | _____ Rough paper used to rub wood smooth. |
| _____ steel wool | <br>2 | _____ Coatings used to protect wood. |
| _____ hand-gloss | <br>3 | _____ To remove the old finish from wood. |
| _____ sandpaper | <br>4 | _____ You hand rub this oil on wood. |
| | <br>5 | |

# Checkup 9 (page 2)

Name ______________________ Date ______________________

**WORD**

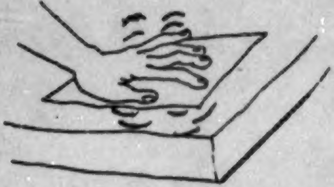
______ pumice

______ sand

______ linseed oil

______ lacquer

**PICTURE**



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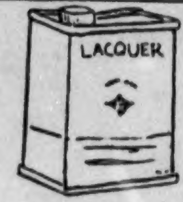
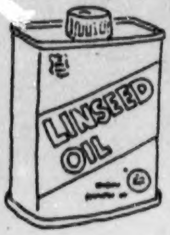
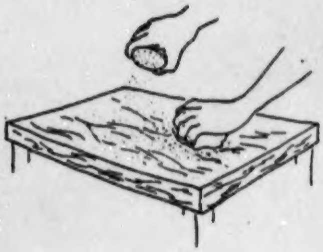


7



8



9

**MEANING**

______ Furniture oil made from a plant.

______ The fastest drying wood finish.

______ Using sandpaper to make wood smooth.

______ A powder mixed with oil used to sand wood.

# UPHOLSTERY II
Checkup 10
Lesson 10

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

**WORD**

_____ varnish

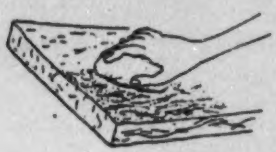
_____ stain

_____ shellac

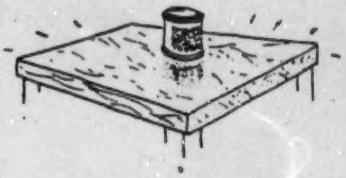
_____ satin finish

_____ spray gun

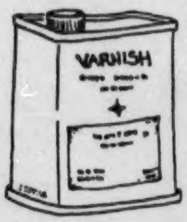
**PICTURE**



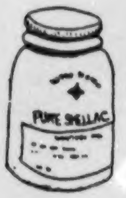
1



2



3



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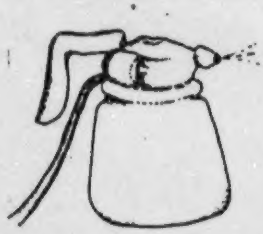


5

**MEANING**

_____ A wood finish that gives a little shine.

_____ This puts paint or other finishes on furniture.

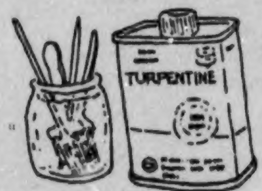
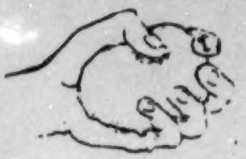
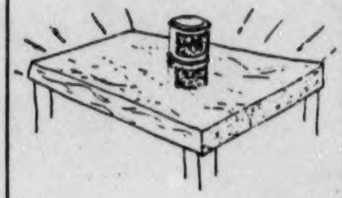
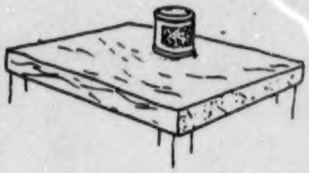
_____ A slow drying finish that goes into wood surfaces.

_____ To put a color into the wood.

_____ A fast drying finish that goes into wood surfaces.

# Checkup 10 (page 2)

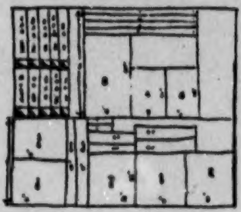
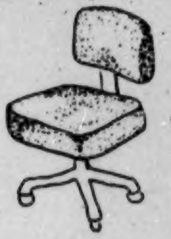
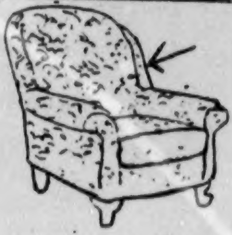
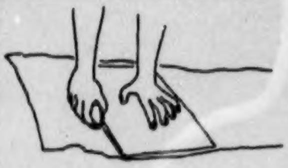
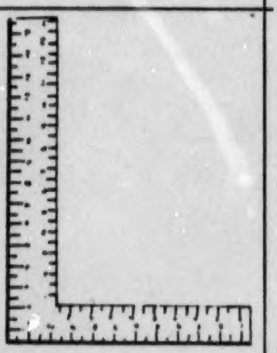
Name ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| ____ stain pad | | ____ A very shiny finish. |
| ____ turpentine |  | ____ A dull wood finish that gives no shine. |
| ____ high-gloss finish | 6 | ____ A cloth used to put stain on wood. |
| ____ flat finish |  7 | ____ A liquid used to clean paints and oils from brushes. |
| |  8 | |
| |  9 | |

# UPHOLSTERY II
## Checkup 11
## Lesson 11

Name ______________________ Date ______________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ vinyl | <br>1 | _____ An "L" shaped tool used to measure the corners of furniture. |
| _____ final cover | <br>2 | _____ Drawing lines on the final cover with tailor's chalk. |
| _____ building square | <br>3 | _____ The outer fabric on the furniture. |
| _____ fabric plan | <br>4 | _____ A man-made covering that looks like leather. |
| _____ chalking | <br>5 | _____ A drawing that tells you what fabric you need to cover furniture. |

## Checkup 11 (page 2)

Name ______________________ Date ______________________

**WORD**

_____ straight edge

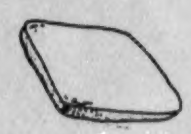
_____ squaring

_____ tailor's chalk

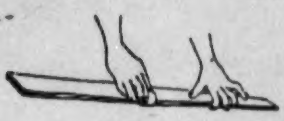
_____ tapering

_____ cutting table

**PICTURE**



6



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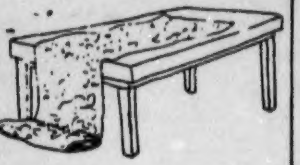

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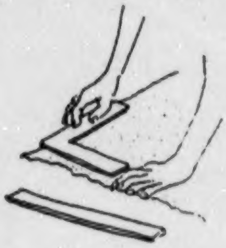

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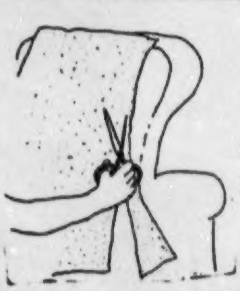


10

**MEANING**

_____ To make the end of the final cover straight.

_____ A table used to lay out and cut the final cover.

_____ Cutting final cover to fit furniture that is both wide and narrow.

_____ A flat bar used to draw straight lines.

_____ A thin, flat stick of chalk used to mark on cloth.

# UPHOLSTERY III
## Checkup 12
## Lesson 12

Name ______________________________ Date ___________________________

Put the number of the picture next to the word AND next to the meaning. The first one is done for you.

**WORD**

_____ unavoidable waste

_____ trim

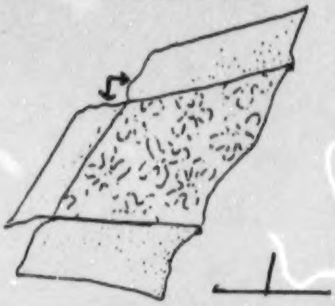
_____ match

_____ seam

_____ taut

_____ pull cloth

**PICTURE**



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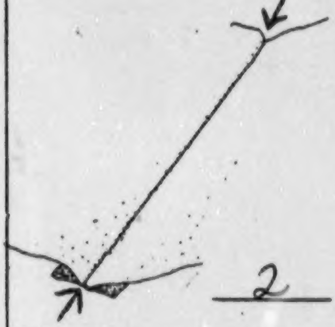

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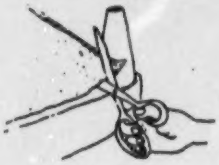

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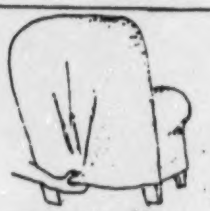

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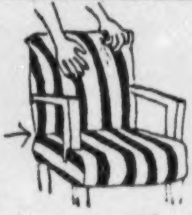

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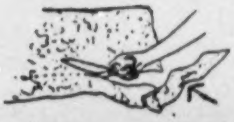


6

**MEANING**

_____ Line where two pieces of fabric are sewn together.

_____ Pull final cover so that it is tight on the frame.

_____ Left-over fabric after cutting and fitting.

_____ Extra fabric used to pull the final cover taut when tacking.

_____ Placing pieces of final cover so that the pattern fits together.

_____ To cut away extra material.

# Checkup 12 (page 2)

Name ______________________ Date ______________________

**WORD**

_____ pin tack

_____ welt stick

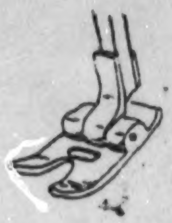
_____ welt

_____ foot

_____ welt cord

_____ welt foot

**PICTURE**



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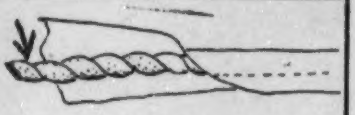

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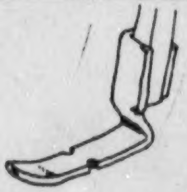

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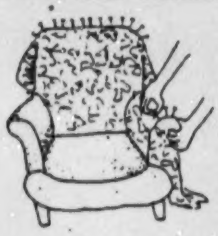

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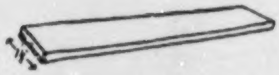

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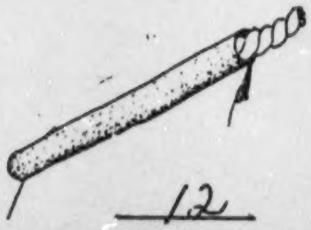


12

**MEANING**

_____ You use this to measure the final cover for welt.

_____ This holds cloth down while you sew on a sewing machine.

_____ To tack the final cover to a frame to see how it fits.

_____ A special foot used to sew welts.

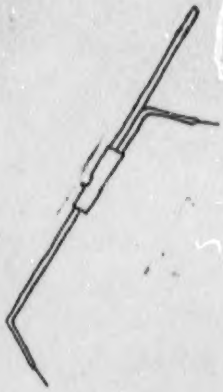
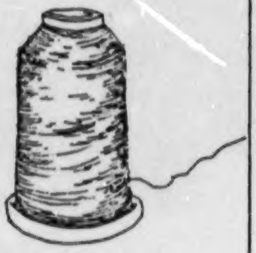
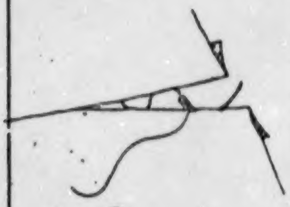
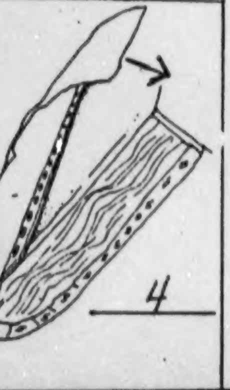
_____ A cord that is covered with a long, narrow strip of fabric.

_____ Soft, thick string used to make a welt.

UPHOLSTERY III
Checkup 13
Lesson 13

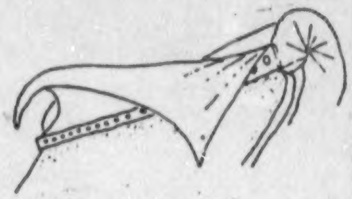
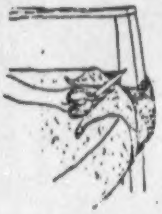
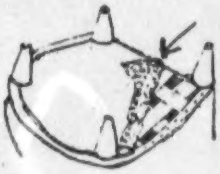
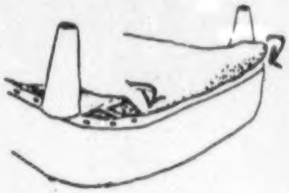
Name ____________________ Date ____________________

Put the number of the picture next to the word AND next to the meaning.

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ blind stitching |  1 | _____ This is used to stretch open a seam for easy blind stitching. |
| _____ nylon twine | | _____ Putting in tacks so that they are not seen. |
| _____ blind tacking | | _____ Hand-sewn stitches that are not seen. |
| _____ cusion-seam stretcher |  2 | _____ Strong thread used when blind stitching. |
| |  3 | |
| |  4 | |

## Checkup 13 (page 2)

Name ______________________ Date ______________________

| WORD | PICTURE | MEANING |
|---|---|---|
| _____ tacking tape | <br>5 | _____ You do this to extra fabric on a frame to make neat edges. |
| _____ cambric | <br>6 | _____ Thin cardboard used to make the final cover lay flat. |
| _____ folding | <br>7 | _____ Cutting fabric so that it lays neatly against furniture legs. |
| _____ fitting | <br>8 | _____ Cotton cloth used to cover the bottom of furniture. |